

# UBEA

*Business Education*

# *Forum*

NOVEMBER 1949

VOL IV NO. 2

UNITED BUSINESS EDUCATION ASSOCIATION

*In This Issue*

*Typewriting*

- CONNELLY
- DOTSON
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### The First 80 Lessons

*Approach:* "First finger first"  
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*Accuracy:* Preview of hard words  
*Motivation:* "Jobs," not exercises  
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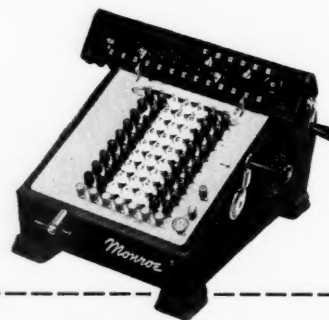
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# UBEA

1201 SIXTEENTH STREET N. W., WASHINGTON 6, D. C.

Headquarters Notes  
November 1949

Dear Business Teachers:

Hasn't someone button-holed you to talk about a stimulating article or idea he has read in UBEA FORUM? Teachers of typewriting will soon be discussing the materials and methods for improving typewriting production which are presented in this issue. Again, Issue Editor John Rowe has come through with a feature section every business educator will want to use again and again in his classroom.

\* \* \* \* \*

Business and commerce led all fields in the number (61,624) of bachelor and first professional degrees earned during 1948-1949 according to a survey released on October 15 by the Higher Education Division of the U. S. Office of Education. Engineering (43,604) and education (37,765) were the two next highest fields. The same report shows business and commerce in third place with 3,897 master's degrees. Only 29 degrees on the doctorate level were conferred in business and commerce. Education ranked third in bachelor's degrees with 37,765; first in master's degrees (13,828); and second (681) on the doctorate level. These figures clearly indicate that business and education should have top consideration when plans are made for expanding programs in our colleges and universities. Approximately 423,000 students received degrees during 1948-1949, which represents an increase of 32.6 per cent more than 1947-48, and almost 95 per cent higher than the peak war year of 1939-40.

\* \* \* \* \*

"Increasing the Effectiveness of Higher Education" will be the theme of the Northwest Regional Conference at Spokane, Washington, December 4-6. This conference is sponsored by the NEA Department of Higher Education and cooperating groups in the region. In view of the facts presented in the above paragraph, does it not appear to you, as it does to me, that business educators in colleges and universities should participate actively in the regional and national conferences of this department? Membership in the NEA Department of Higher Education is open, without additional cost, to members of the National Education Association who are teaching in colleges and universities. Note: NEA membership also includes national dues in the Department of Classroom Teachers.

\* \* \* \* \*

Paul S. Lomax of New York University and M. Herbert Freeman of State Teachers College, Paterson, New Jersey, were in Washington the week of October 9 to participate in the workshop on "Life Adjustment Education for High School Youth" which was sponsored by the U. S. Office of Education. During the past two decades, thoughtful educators have become increasingly concerned about providing educational opportunities sufficiently diverse to meet the needs of all boys and girls in our schools. U. S. Commissioner of Education Earl J. McGrath sums up the movement as one designed to provide high school pupils with "a more practical type of education."

Among the associations which are using "Life Adjustment Education for Youth" as the theme for convention programs is the Southern Business Education Association (p. 47). Business education has a prominent place in the discussions at meetings such as SBEA and the one held recently in Washington. A budget of materials is on file at UBEA headquarters which may be borrowed by business educators who wish to obtain background materials for talks or articles on this theme.

\* \* \* \* \*

One of our UBEA members, Harry M. Bowser, Manager of Education Department, Edison Division, Thomas A. Edison, Inc., West Orange, New Jersey, has been appointed National Chairman by the National Sales Executives Association for the Third Annual "Selling as a Career" Essay Contest. The contest will be conducted through NSE's ninety local sales executive clubs between October 1, 1949, and April 15, 1950. All regularly enrolled secondary-school pupils are eligible for the contest which has been approved by the National Association of Secondary-School Principals. The student writing

## Headquarters Notes

the winning essay, of 1,000 words or less on the subject "Selling as a Career," will receive a prize of \$1,000 and a three-day trip to the NSE convention in Detroit with all expenses paid. The teacher sponsoring the winning pupil will receive an honorarium of \$100 and a free trip to Detroit in company with his pupil. In addition to the awards offered by NSE, pupils are also encouraged by prizes offered by the local clubs. UBEA is not acting as sales agent for the "Selling as a Career" contest, but we do believe that this contest will appeal to business pupils and FBLA chapter members. For further information concerning the contest, write to Harry M. Bowser. A copy of the rules and regulations governing the contest may also be secured from UBEA headquarters.

\* \* \* \* \*

Quiz: What FBLA chapter visited a bank on one of its field trips and received an unsolicited gift of \$200 to be used for expenses in connection with State FBLA Convention? (p. 49). Who are the editors of THE NATIONAL BUSINESS EDUCATION QUARTERLY, one of the publications for UBEA professional members? (p. 44). What are some of the common goals for business education teachers? (p. 43). Where can you secure FREE six teaching aids for general clerical and office machines? (p. 4). Which typewriting manufacturer has produced a demonstration film for rental or purchase at actual cost? (4th cover). Where can you purchase typewriting tests at cost prices for use with any textbook and designed for use at end of semesters 1, 2, 3, and 4? (p. 26). The \$6 question is, "Why should we have a unified association for business teachers?" For the best reply in one hundred words or less, we will extend UBEA professional membership for one year or send Volumes XVII and XVIII of THE NATIONAL BUSINESS EDUCATION QUARTERLY to the contestant whose answer is considered best by the judges. Please send original and two copies of the reply. Entries must be received during November.

\* \* \* \* \*

Editors Milton C. Olson and Fred C. Archer selected "Improvement of Achievement in Bookkeeping and Accounting" as the theme for the December issue of UBEA FORUM. The contributions of five or more teachers of bookkeeping and accounting, each from a different state, will be included in the feature section. Do you know that if you are a charter member of UBEA, you will have received when the December issue reaches you more than 75 pages or approximately 89,150 words devoted to bookkeeping and accounting? If FORUM pages were reduced to book size and type, the bookkeeping and accounting articles alone would fill a book of 300 pages; all of this plus seven other publication services of equal quantity and value were included in your dues which cost you no more than the price of a single college textbook.

\* \* \* \* \*

Are you among the 369 regular and professional members whose memberships expire on November 30, 1949, and who have not already renewed? If so, won't you please send your renewal TODAY and save the Association the cost of sending renewal notices.

If the Association could be spared the cost of soliciting memberships, both old and new, it would be possible to enlarge UBEA FORUM, issue a supplement to this publication or send to each regular member a free copy of the November 1949 BULLETIN of the National Association of Secondary-School Principals which is devoted to the "Business Education Program in the High School."

Do you know that if each of the active members on the October roster would recruit one new member during the month of November we would have 8,000 business teachers sharing in the work of UBEA for the remainder of the school year? Your UBEA National Council at the Boston meeting prepared the 1949-50 financial budget on the basis of 8,000 members. Membership chairmen have been asked to enroll at least one out of five business teachers in their respective states in order to meet the quota.

To secure the quota by direct mail methods is a tremendous job for chairmen, especially in states such as New York, Massachusetts, Pennsylvania, Ohio, Illinois, California, and Texas. The membership chairman in your state works without remuneration and it is possible that he or she is one of the many chairmen who donate the cost of postage and stationery as a personal contribution to the promotion of better business education.

Let's put first things first in November and recruit at least one new member for UBEA.

Hollis Guy, Executive Secretary



## Editorial Statement

Typewriting ranks second only to English in the number of students currently enrolled in our secondary schools. There is some evidence to indicate that nearly two million students are now annually enrolled in this subject in an increasingly large number of schools. Typewriting offerings transcend the entire curriculum in an increasingly large number of schools. Advocates for "presenting" typewriting in the early elementary grades believe experiences with a working mechanism develop the "whole" child; that is, by visualizing and experiencing various mechanical operations his understanding of a working mechanism will be enhanced. Then, too, such concomitant learnings as furthering the ability to spell, read, and punctuate also result from learning experiences with machines. The objective of typewriting is seldom stated or realized.

In the upper elementary grades and the junior high school, typewriting is most generally offered for exploratory or personal use reasons. Some skill in touch typewriting is occasionally acquired by the student if he possesses sufficient physical maturation to provide the requisite muscular coordination.

By far the largest number of students acquiring typewriting skill is found in the secondary school. Here there are courses of varying lengths with objectives ranging from personal use to vocational and production competencies.

The widespread growth of typewriting skill in colleges and universities of all types is especially significant. Here the objectives of such courses offered are again two-fold, with increasing emphasis being placed on the vocational phase. Even in the graduate school, the subject of typewriting is occasionally offered (sometimes for credit) where its worth as a tool of literacy is recognized.

Any student completing a typewriting course should be able to typewrite with greater speed than he can write in longhand. Is not this the first and primary objective of any typewriting course?

But to what extent do we accomplish our primary objective? To what extent will the skill be acquired by taking the subject only once or twice a week in the elementary, secondary, or other type of school? Is not a continuum of practice essential to develop the muscular memory requisite for touch typewriting? Can we honestly justify typewriting in the haphazard way it is usually presented in elementary and junior high schools? Then, too, how much classroom time is actually spent in developing skill and how much time is spent in teaching knowledges of format for purposes of application and adaptability? Surely we must first have some skill to apply or adapt. If a large portion of the typewriting class time is spent on typewriting menus, recipes, and poems, the students will know a lot about recipes, etc.,

but very little about typewriting. A justifiable criticism with much typewriting instruction has been the imbalance of time devoted to skill and to application and adaptability. In many personal typewriting courses, too much emphasis has been placed upon the "personal" and too little upon the "typewriting."

Typewriting is a medium of communication and to realize its great worth we must rearrange our course objectives and teaching methodology to realize more fully the desired objectives. As now offered, vocational typewriting courses more frequently fulfill and justify these objectives than the traditional personal use courses.

This issue of the FORUM is devoted to production typewriting. It is not difficult to justify typewriting when production standards are specific (not necessarily immediate) goals. Just what is production typewriting and where should this phase of the work begin? Some educators believe that basic (raw) skill is the sole prerogative for the first semester or even the first year of typewriting and that a student cannot expect to produce vocationally until he can typewrite at least 30 to 40 words a minute. These same persons also believe that to use the varied materials of business plus the business setting for purposes of instruction impedes rather than facilitates the development of typewriting skill. Above all they believe the student must first have some skill before he can adapt the skill.

On the other hand, there are those teachers who would begin production typewriting early—as soon as the keyboard has been presented. They believe that the many skills and characteristics of a salable production typist are firmly laid at the outset of the course and as such should be developed very early or at least concurrently with basic skill. Production skills, they claim, are the result of a continuing growth process.

This issue of the FORUM features the various philosophies of the production typist. Readers will observe a variety of procedures and methods to attain production skill. Evaluate the pros and cons of each contributor in terms of your own temperament, school situation as well as philosophy and understanding of sound educational principles. Perhaps through an electric selection of their procedures a solution will be found to some of your problems enabling further improvement of instruction in typewriting. It is not the intention of the editors to set forth a one best way for accomplishing the goals and objectives of typewriting courses.

Each contributor to the feature section of the FORUM is currently engaged in the teaching or supervision of typewriting instruction. The editors appreciate the time and effort expended by these highly competent teachers in their willingness to share their practical methodology.

JOHN L. ROWE, *Issue Editor*



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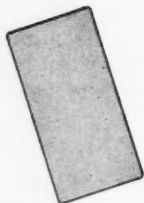
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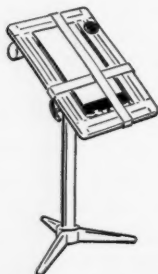
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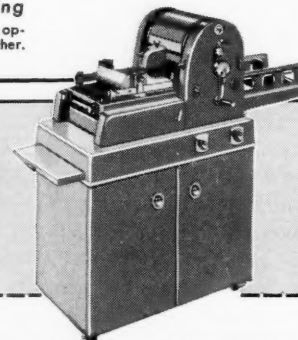
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# THE *Forum*

## Basic Skills for Production Typewriting

*The ability to produce office material at office speed and with usable accuracy is the goal we seek for second-year work in typewriting classes.*

By D. D. LESSENBERRY  
University of Pittsburgh  
Pittsburgh, Pennsylvania

Timing students as they type a business letter, set up a tabulated report, or work through a very "rough" rough draft is not the sole requisite for teaching production typing. Timing is important, of course; but timing production typing may bring with it handicapping tension just as timing paragraph typing often does. If students are to improve in the ability to type office materials at office standards and with office usability, they still need a high degree of basic skill as prerequisite to and/or as a part of production typing.

The improvement of basic skill for second-year typewriting students differs very little from the improvement of basic skill for first-year students. Students must want to learn and they must work to learn to type, whether that typing is on straight-copy paragraphs, business letters, or tabulated reports. In the fervor of our determination to do something about typing production, we are inclined to overlook the fact that students must use the basic skills in typing irrespective of the materials to be typed.

There are two approaches to the improvement of production typing. One way is to improve basic skills through building into the fingering and the work habits of each student real expert skill in handling the typewriter and in commanding himself; then these improved typing techniques and these approved work habits must be put to use in typing office materials. The other way to build better typing production is to make an immediate and direct attack on production typing without using timed paragraph writing or special practice for the improvement of basic techniques of typing. If typewriting is taught, the end results may not be very different whether basic skills are developed as production typing is done or developed through simple and special materials designed for the specific purpose of building right techniques of typing. Whether the student types a paragraph or a simple business letter, he must have the basic skills if he is to be successful in production typing. At the risk of being repetitive, it seems worth while to state the basic techniques for typing.

1. Type on the appropriate level of response.
2. Use appropriately rapid and correct stroking of the keys.
3. Return the carriage with precision; operate the space bar, the back-space key, margin release, and the tabular mechanism with certainty and economy of motion; and shift for capitals with exactness.
4. Hold the eyes on the copy while typing and learn how to glance at the copy when it is necessary to appraise spacing of material for line length or determine space left on the page for further lines.
5. Type at all times (irrespective of materials to be typed) with the minimum of hand and arm motion.
6. Know how to type with minimum of tension. Mental relaxation that is based on confidence in the ability to do well whatever has to be done will produce the desired physical release from taut muscles.
7. Approach each day's practice (whether skill building or production typing) with the right mind-set—the attitude that comes from staying with a problem until it has been typed successfully.

The seven basic techniques listed above need not be discussed fully as they are rather generally understood by teachers of typewriting. More to the point is the identification of procedures and materials for building these basic techniques into the fingering and work habits of typing students.

### Response Level

If teachers and students can ignore the errors that are made when all typing is on the word-recognition level of response, it will be well to type as much of the time on that level as it is possible to do. Students have to learn to think the word before they can type the word as a word unit; but thinking the word does not always bring word typing by any means. It does not matter whether the materials for practice are in sentence or paragraph form, word recognition is aided through the use of short, simple, and familiar words.

The purpose of the practice will determine the response level to be used. If the purpose is to improve stroking, as much of the material as can be handled on

the word-recognition level should be typed at the highest stroking speed the student can command. If the purpose of the practice is to build sustained typing power, the rate should be approximately 5 words slower than the exploration level of practice with continued emphasis on the word-recognition level of response. If the purpose of the practice is to "type for the record" so that marks can be determined, the typing should be on the mastery level, a rate that is 15 to 20 words slower than the forced speed or exploration practice level. Much of this typing on the mastery practice level may well be on the basis of the stroke response.

#### **Stroking**

It is not possible to identify one technique as more important than another, but stroking is a technique that is co-equal in importance with machine manipulation and calls for frequent planned practice. The light stroke can be as swift and sure as the heavy stroke, and it definitely will increase the speed of stroking. Some typists, of course, have too light a stroke; but many, many students pound the keys with ever-increasing fury and strength and thereby retard their growth in typing power. Have the students type in "invisible ink" in order to feel the flow of energy when excessive tension in the fingers is eliminated. Many typists have found that it is possible to learn the feel of the light stroke from the electric typewriter and to transfer this stroke to the use of the standard machine. Sometimes the use of stencil typing will facilitate the development of the light stroke.

#### **Machine Manipulation**

There are very few parts of the typewriter that must be operated as you type. Pre-typing machine adjustments can be taught with considerable exactness because the students have nothing else to do at the moment, but machine manipulations that must be a part of the typing operation seem difficult to perform and are seldom made with economy of motion and maximum of easy and certain control. For example, notice the number of times students jab almost every key on the right of the keyboard before the margin release is finally found. This little margin release key that never changes its keyboard position can certainly be brought under control by students who can be brought to the point of controlling self before trying to control the typewriter. A device for maintaining control of the margin release is to require each sentence of a paragraph to be typed through the locking of the carriage. This planned drill must be repeated at frequent intervals. Special practice materials are not necessary; any paragraph can be used effectively. Let the students know the purpose of the practice and see that the finger moves to the key without hand or arm motion. There is no need to look at the keyboard when

this is done, no need to hesitate and fumble, and no need to become exasperated or emotional about it. Curiously enough, most of the machine manipulation called for as typing is done can be just as easily and simply learned.

Students must be helped to see the practice opportunities in the materials they type. A single and simple paragraph can be used effectively in many ways. See what can be done with the following short paragraph:

It can be done. That is the thing to keep in  
mind when you feel like it is not worth while  
to try again to do your work as it should be  
done. There are times when it seems it is  
not possible to do so well as someone else.

1. The paragraph can be used for guided writings for a half minute or a minute.
2. The paragraph can be used for building better carriage return; as:

It can be done. (Throw)

It can be done. That is the thing to keep in mind. (Throw)

The student gets desirable repetition for the improvement of his stroking speed, yet he gives particular emphasis to the improvement of the carriage return.

3. The paragraph can be used for a combination of purposes. After the drill for the carriage return, lock the carriage and use the first line to give needed practice on the use of the margin release. This is done by having the material typed on one line. You have, in fact, made use of all basic techniques for typing—carriage throw; rapid stroking; eyes on the copy; quiet hands and arms; word-recognition level of response; tabular, space bar, and shift key control; and all of this done with success assured.

Production typing is much more than copying. Materials may need to be planned or organized and changes may need to be made in some parts of the material as the typing is done. There is an unfortunate anesthetic that comes with timed writings of paragraphs and this tends to build inattention to the material that is typed. After all, it is easy to understand how little attention is required to type a paragraph without change; and if this is the major kind of practice, it is to be expected that repetition will breed inattention, at least. For every learning difficulty, there is a possible remedy whether we know it or not. Here are two kinds of materials for practice that will bring the sleepy or wandering attention of the most inattentive typist right back to the work being typed because the typist has to do something besides copy the material. *Action typing* and *correct-it-as-you-type* are aids to the development of good production skill.



### Action Typing

The purpose of action typing is to force the student to be aware of the meaning of what he is typing. This is done through giving directions of things to be done as he types. The student must be taught to get his instructions for action by completing the typing of the sentence. He never stops to do until the entire sentence has been typed regardless of internal punctuation. Notice how much has to be understood and done when typing this simple paragraph:

Start to type at a speed that is easy for you. Set the ribbon lever for stencil writing and type the next sentence on the word-recognition level. It is fun to type these short and easy words with a high stroking rate. Set the ribbon lever for ribbon typing. When you type the next sentence, drop to the stroke level. Fred Westgate was regarded as a better war leader. Type your name on the next line, centered horizontally.

Note the "action" required (and the learning that can be reconstructed) through typing the following short action-typing paragraph:

Office typists must know how to squeeze and how to spread the letters of words to make needed corrections. Change "words" to "a word." Typists must also know when to erase an error and correct it. Change the word "when" to "how" and the words "and correct" to "to correct." Type over the word "know" in the first line to make it bold face. Remove the paper from the typewriter, then reinsert it and type over the first and the final words of the paragraph.

Action typing lends itself to many uses. Students can create action-typing paragraphs. Wherever doing is in need of being repeated or checked, action typing is appropriate, interesting, and time saving. There are literally dozens of situations that can be used as the basis of this kind of typing. These action-typing paragraphs focus student attention on the meaning of what is being typed and test his ability to do what is called for.

### Correct It as You Type

In office typing, errors must often be corrected as the material is being typed. Students need to have more experience in checking figures inaccurately stated, names misspelled, or sentences that have obvious ingrammaticisms. Any device that gets away from the constant straight-copy typing (whether a paragraph, business letter, tabulated report, or other office material is used) has the possibility of helping to build office typing competence. Practice can and should be given on sentences, paragraphs, or letters that require the student to correct the material as it is typed. The following sentence is so packed with errors not many students will be able to overlook all of them. Still, such a sentence is a good

starting point for teaching classroom typists their responsibility for handing in material that is correct in form as well as correctly typed.

This inspectors reply to our questionnaire was not such as to reecomend him for promotion.

Even some college students overlook the implication of the first word of the sentence and so do not use the singular possessive form for the second word. I know a good teacher who misspelled "recommend" on an application for a college position—and didn't get the position. Material with fewer and less obvious errors can be used effectively once the students have been alerted to the kind of difficulty to be encountered.

Action typing and correcting material as it is typed will reduce the words a minute the student types. This is all to the good, for it clearly indicates the difference in practice levels and in practice moods required when typing for increased stroking speed and when typing for meaning. The usual mood of students when they are taking a timed writing cannot be sustained for a day of office typing. It is too intense. Production typing differs from speed typing in mood and in practice level, and the difference is highly important to growth in office typing competence.

### Practice in Tabulating

The mechanics of setting up tabulated reports can be taught without much difficulty. The teacher must decide whether to use uniform spaces between columns with the remaining spaces placed in the outside margins, the centering method for horizontal and vertical placement of columns, or the exact method of mathematical placement. Related columns should be typed close enough together so that the reader can move from one column to another without much danger of misreading. It is entirely defensible for the teacher to instruct students to type tabulated reports with 4, 6, 8, or 10 spaces between columns and to equalize the left and right margins. It is just as satisfactory to teach students to set up tabulated reports by at least two other methods. Who cares what method is used? The point of emphasis must be on the development of maximum skill in determining and making the necessary typewriter adjustments in the minimum of time—and then in typing the report with appropriate speed and with complete exactness.

Notice the skill in tabulating that can be developed through the use of the following simple drill.

84	37	48	73	50	63	95	72
62	59	26	49	92	79	26	84

Some ways to use this drill:

1. Time the students to see how quickly they can clear the tabular mechanism and set tabular stops for the horizontal placement of the columns.

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*"It is important to make students acutely conscious of meeting acceptable production standards."*

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2. Have repeated writings of the drill until students can type at appropriate speed. (Appropriate speed is sometimes difficult to determine. As a rule, speed in typing tabulated reports should be approximately 25 to 40 per cent of straight copy speed.)
3. Have the drill typed with the first figure of the second line of each column dropped. This will necessitate the spacing in for the correct placement of the second figure of each column.
4. Have the drill typed with the figure 6 added to the second group of figures in each column. This will necessitate backspacing for the correct placement of the figures.
5. Drop a column or two and have the students make the necessary changes in machine adjustments. Make other changes or additions as these seem desirable.

#### Timing Production Practice

It is important to make students acutely conscious of the importance of meeting acceptable production standards. This is not done solely through the use of a stop watch. Exact patterns of hand motions need to be set up so that students will do things without wasteful motions. Specifically, it is possible to drill on the addressing of envelopes until students can address approximately

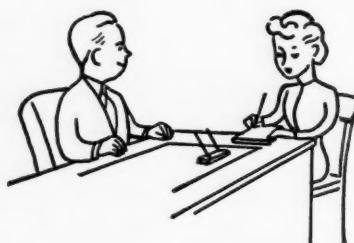
120 to 150 envelopes an hour. Whether or not such highly specialized drill should be given to all typing students is a debatable matter. It is important, though, to use the project of addressing envelopes to teach exact hand movements in handling the envelopes and in addressing them.

Business letters should be timed, of course. So should tabulated typing and all other kinds of problem work. Timing is a device that is used to hold students to maximum production. It has its dangers when used too often. Students may, under the timing procedure, develop the stroking habits now characteristic of timed writings. After all, the timing is the probable cause of the wrong mood, not the kind of material typed.

Production typing is the real typing work of any second-year course. The ability to type office material at office speed and with usable accuracy is the goal we seek for second-year work. Only a few of the devices for building better production typing are given in this article. The inventive teacher (and student) will develop many more devices and procedures to build the kind of typing skill that will be job getting and job holding.

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*"Few businessmen measure, in words a minute, the work of the typist."*

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## How to Get Better Results on Production Typewriting

*Between problem time is of paramount importance in production typewriting.*

By S. J. WANOUS  
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and Office Management  
University of California  
Los Angeles, California

Every time typing teachers give their students timed writings on production copy they get a shock. Students who do 60 and better on straight copy fall below the 20's when typing letters, tables, and manuscripts. A rate of 60 words a minute on straight copy is, of course, good. Rates under 20 on office-type work are shockingly and inexcusably low. A few teachers are doing something about this problem. They are getting higher rates on office-type jobs. Let me tell you about their work and their methods.

### Rate Standards on Production Copy

For more than twenty years, typing teachers have been asking businessmen about rate standards on letters and other office forms. Every time they have sought this information, they have met with the same blank stares or fuzzy answers. As a result, they have concluded that, generally speaking, businessmen have not set up rate standards for typists. A "good day's work" is required of all typists, to be sure, but few businessmen know whether a typist turns out letters at 10 or at 100 words a minute. Few measure, in words a minute, the work of the typist.

Despite their inability to get definite rate standards from business, teachers need them so that they can evaluate the work of their students on a 5- or 10- or 15-minute basis. Fortunately, they can now get these standards. These standards will be training standards, but if they are based on the right kind of teaching, they will enable the students to do a "good day's work" in the office.

One of the best plans yet devised to set definite rate standards on production copy has been developed only recently. The plan sets rate standards in terms of straight-copy speed.

Percentagewise, it is reasonable to expect students to attain the following rates of production in terms of their straight-copy rates: letters, 75 per cent; tabulations, 40 per cent; rough drafts, 50 to 60 per cent; manuscripts and statistical copy, 75 per cent.

Students who can type 60 words a minute from straight copy should be able to type letters at 45 words

a minute, rough drafts at 30 to 35 words a minute, tabulations at 25 words a minute, and manuscripts and connected copy containing words and figures at 45 words a minute. Keep in mind that these rates can be achieved only after the students have had the benefit of good instruction on job-typing units. The students will not reach 60 words a minute on straight copy unless they do a considerable amount of drill work in order to improve stroking, rhythm, machine manipulation, and other techniques. They will not reach 45 words a minute on letter copy, either, until they get training in using good techniques as they type letters. Keep in mind, also, that the rates given at the outset of this paragraph can only be achieved by students who can type 60 words a minute on straight copy. If their straight-copy rate is lower, their production rates will be lower. On the other hand, if their straight-copy rate is higher, they should be able to achieve higher production standards.

### Why Drill on Production Copy Is Needed

Three basic points should be made clear before we describe teaching methods to achieve the foregoing production standards. First, we must keep in mind that techniques acquired to do one job are not automatically transferred to another that introduces new elements. Typing from straight copy is different from typing from office forms, and techniques acquired on the first do not carry over to the second without training.

Second, in typing letters and other office forms, speed of output depends upon something more than the smooth operation of the typewriter. Problems of form are met and must be solved as the student types; hence, the student must divide his attention between (1) reading and copying and (2) arranging his work.

Finally, in production typing "between-problem" time is of paramount importance. Arrangement of the work to be done so that a new problem begins as another ends is essential. Materials that are to be used for a problem or a group of similar problems should be arranged before the first problem is begun. A high production rate requires proper arrangement of work and materials.



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*"The teacher must demonstrate, observe, suggest, and guide the learning of the students."*

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Students can be taught to type with swift, crisp strokes, eyes on the copy, fingers well curved, and to observe other points of good technique when they are typing from straight copy; when they change from straight copy to letters and other forms, they forget all about good techniques. Their eyes wander from the copy to the work in the machine, thence to their neighbors to see how they are doing the job. They type with their arms and wrists, not their fingers. Other desirable techniques are forgotten, and poor, wasteful methods take their place. Rates under 20 words a minute are the rule rather than the exception. Having taken the first step, that of getting the students to use good techniques in typing from straight copy, the teacher must now take the second. He must see that the students use efficient techniques when they type from office-type copy. They will not use good techniques unless they are taught *what* good production techniques are and *how* they are employed.

To achieve high production rates, good teaching is needed. A definite, vigorous program of technique development should supplant the "hit-and-miss" teaching that comes from using a practice-type approach. Some of the drills and methods that can be used to develop production efficiency are: (1) teacher demonstrations of proper production techniques; (2) timed comparison drills; (3) pace-setting by the teacher; (4) timed writings on production copy; (5) drills on difficult parts; and (6) timed problem drills. Space does not permit a complete explanation of each of these methods and devices here. A brief discussion will serve, however, to show what kind of teaching can be done on production units.

One of the best ways to stress good techniques in production typing is through the use of comparison drills. The teacher should have the students set a straight-copy goal by typing from paragraph material for a short period of time. Then by using the relationships developed earlier in this article between straight-copy speed and speed on other types of copy, the teacher can set a production standard for each student. Comparison drills serve two purposes: (1) they motivate the learner through goal-setting and (2) they indicate to the teacher approximately when the alternate drives to improve straight-copy rates and production-copy rates should begin.

Another device for stressing techniques in typing from office copy requires the teacher to set the pace for the students. The students try to keep up with the teacher as he types at a reasonable rate—a rate that requires the students to use good techniques. Certain points of progress are marked on the copy from which each student is working, and as the teacher comes to these points in his typing, he calls them out so that the students can com-

pare their work rate with that of the teacher. Directions are given for improving techniques, and the exercise is repeated. If enough emphasis is given to the use of good techniques, the students will soon be able to keep in step with the pace set by the teacher.

Teachers will find it helpful, too, to give special drill on the date line, inside address, salutation, complimentary close, signature, reference initials, and enclosure notations. These parts slow down the production rate of letters. What better way is there, then, to increase production efficiency than to give suggestions for technique improvement and intensive drill on handling the various letter parts! Similar drills should be given on the difficult parts of other office forms.

#### **When Should Production Training Begin?**

Some teachers believe that letters and other business forms should be introduced soon after the keyboard is covered. Others abide by the practice of developing a reasonably high rate on easy materials before tackling production units. Which one of the two groups is the more likely to succeed in developing able typists?

The purposes of the students will, in large measure, determine when production copy is to be introduced during the first semester. If the majority of the students do not plan to continue with a second semester of typing, then it is necessary to introduce them to production work relatively early.

In general, however, best results seem to come when students are introduced to office-type work after they have acquired the basic techniques of typewriting. If they are given production units before they have acquired basic techniques, earlier gains in technique development are largely dissipated and letters and other papers turned out fall below acceptable standards. It is unduly frustrating to a student who is typing at a straight-copy rate of 25 to 30 words a minute to have that rate reduced to 15 or 20 words a minute on letter copy, and 10 to 15 words a minute on tabulations. He should be given a chance to develop confidence and pride in his accomplishment on straight-copy materials before he has the wind taken out of his sails.

The first problem-typing should be simple and introductory to more advanced units. Considerable time should be spent on numbers, horizontal and vertical centering and placement, and drills in which various manipulative devices of the machine are emphasized. Problems involving the expression of market quotations, ages, abbreviations, and the like should also be included. This kind of problem work is more in keeping with the typing skill of beginning students and can be started toward the middle of the first semester or even earlier. The ease with which students handle these problems, will in large measure, determine their readiness to begin more diffi-

cult problems. After a stroking rate of 40 to 50 words a minute on straight copy has been attained, it is assumed that most students have overcome their machine-consciousness and that they are ready to tackle the more difficult production problems.

In the beginning of any unit, it is suggested that daily assignments be made, preferably at intervals throughout the class period. This will assure closer teacher attention to the work of the student. The teacher must demonstrate, observe, suggest, and guide the learning of the students. The daily assignment is better adapted to this type of instruction.

Nothing is so deadly to the acquirement of good techniques in production work as the practice of giving students several days or several weeks to hand in production units—no emphasis being given to the way in which the job is done. This "practice-type" training does very little to develop desirable work habits. The teacher does not direct learning. He merely provides limited opportunities for it.

Budgets are easy to grade. They provide experience in organizing materials and in working with co-ordinated problems. After the basic techniques of letter writing, tabulating, rough drafts, and manuscripts have been covered, a budget of work can be assigned to see if the students can handle it. Budgets should not be used until students have acquired acceptable techniques of handling problem copy. When budgets are used, the teacher should see that the students have arranged their work efficiently and that they go from one problem to the next without delay.

Some teachers grade all of the papers that students prepare. Few of them like the job. It is doubtful whether this practice pays dividends. Somewhere between the two extremes of checking everything that a typist produces and checking nothing should be found the ideal.

Because correcting students is more effective than correcting papers, it is advisable to do a minimum amount of paper-marking and to devote the time and energy to more important classroom activities. Certainly the drill work that is used to build the basic techniques of production typing need not be submitted for grading purposes. Some timed writings and problem work must, of course, be checked and graded.

It is suggested that only the timed writings that are given on production copy after a student has had an opportunity to acquire production skill be graded. There is little value in grading short production tests that are given to develop skill. Neither is it necessary to grade all of the problems students prepare. Select one or two problems from a group of five or six similar ones for grading purposes. A few carefully checked papers are of much greater value than a host of others that are given a hasty "once-over." It is suggested that this careful checking be done by the teacher.

Production typing deserves more attention than it is getting in many classrooms. Definite rate standards are now available for many of the production units handled in advanced typing. New drills have been devised to develop good production techniques. Teachers should use these standards and drills to get better results in production typing.

## Developing Production Output in Advanced Typewriting

By MARY E. CONNELLY  
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Today business is demanding more speed and greater output from its typing and clerical employees than ever before. It is not enough to produce mailable or salable copy in the form of letters, bills, statements, invoices, notices, press releases, manuscripts, or tabulations; but these business forms must be produced at a salable rate of speed, as well. Salable or vocational rates of speed vary with the type of material being produced.

*It is not the student's Intelligent Quotient, but the Inspirational Quotient of the teacher that makes success possible.*

From the very first day in beginning typing the teacher should establish each day's lesson with the final goal in mind: that is, the development of a vocational typing skill. On straight copy material, the employer considers 50 words a minute employable; 60 words a minute promotional; 70 words a minute sensational; 80 words a minute phenomenal. Yet, during the recent war, the men and women in our armed services

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*"Each day's typing period should begin with a warm-up drill."*

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made one of the greatest contributions to the war effort by increasing their typing speed to phenomenal rates. The expediency of the times and the desire to serve were the motivating factors which made this typing speed possible.

#### **Fast Finger Stroking**

Fast finger stroking, as a result of correct touch, rhythmic typing, and the elimination of waste motion while typing, is the goal of every typing period. In order to teach this goal, a study of the finger motions should be made—as the entire typing motion should be made by the fingers, with a minimum of motion in the hands and arms. A typist will tire less easily if the arms and hands are relaxed with the fingers doing all the work. In fast typing it is necessary not only to *strike* the keys *quickly* but to *release* the keys *just as quickly*. This technique will help to keep the fingers relaxed and to type rapidly at a high speed.

A routine pattern should be set for each class period—a routine that will produce accurate and fast typing with the minimum of fatigue. Each activity should contribute to this pattern, and one activity should be a logical outcome of the previous one. In other words, each skill learned should be easily acquired.

#### **Daily Warm-up Drills**

As soon as the keyboard is learned, each day's typing period should begin with a warm-up drill. Just as soon as students enter the room and are seated at their typewriters, have it understood that they are to practice such a drill until the teacher is ready to begin the class instruction for the period.

1. *To develop fast stroking or high speeds*, have the students type the expert's rhythm drill for three lines or more:

a ; sldkfjghfjdksla ; sldkfjdksla ; sldkfjdksla ; sldkfjdksla ;

2. *To develop control on numbers* have students type the following drill for three or more lines:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19  
20 1949 1949 1949

3. *To develop control of special characters*, review only one or two each day typing three or more lines:

\$45.50 \$75.50 \$36.60 \$56.50 \$78.70 \$27.75 \$89.80

4. *To develop control of the third bank, lower bank, or a combination of lower and third-bank keys*, use a drill similar to the following:

we were to be, to be or not to be, we were on time,  
put on your very pretty

5. *To improve control of difficult reaches*, use a drill similar to the following:

my ym my ym my ym un nu un nu un nu mun mun mun  
nyu nyu nyu  
my my my ym ym ym un un un nu nu nu mum mum  
mum mun mun mun nyu nyu nyu un

6. *To review all letters of the alphabet*, use alphabetical sentences and paragraphs.

A quick movement of the enemy would jeopardize six gunboats.

7. *To improve control of all key locations*, type the alphabet twice on a line for three lines:

abcdefghijklmnopqrstuvwxyz abcdefghijklmnopqrstuvwxyz

From any material which has been typed in the previous day's lesson, select both easy and difficult words and phrases and practice this material until it can be typed correctly at high speed.

*Example:*

We wish to take this opportunity to thank you  
sincerely for your

*Practice:*

We wish We wish We wish to take to take to take We  
wish to take opportunity opportunity opportunity thank  
thank you for thank you for thank you for sincerely  
sincerely sincerely for your your your for your for your  
*Note:* Now put the entire group of words together:

We wish to take this opportunity to thank you  
sincerely for your

We wish to take this opportunity to thank you  
sincerely for your

We wish to take this opportunity to thank you  
sincerely for your

This practice drill may be repeated and added to until there are five or six lines of connected material.

#### **Letter Production Drill**

If the day's production job is a letter, an excellent manipulation drill such as the following will speed up the insertion and removal of papers from the machine, handling of papers, throwing the carriage, shifting for capital letters, and eye spacing, which will increase vocational output.

*Directions:*

1. Set the left margin at 15.
2. Set the tabulator at 55 for the date.
3. Twirl the paper into the machine for the date line.
4. Tabulate and type the date at 55.
5. Twirl the distance to the inside address and type a three-line address at the left margin.
6. Remove the paper.
7. Insert the same sheet of paper and twirl the cylin-



der knob until the line of writing is just below the previously typed date.

8. Tabulate and type the same date.
9. Twirl the cylinder knob until the line of writing is just below the previously typed inside address at the left margin.
10. Type the same inside address.
11. Remove the paper and repeat the drill until the date and the inside address have been typed three times. (If desired, the salutation and complimentary closing may also be added.)

Note: When the drill is completed, it should look like this:

July 28, 1949

July 28, 1949

July 28, 1949

Mr. Joseph White  
23 First Street  
Boston 16, Massachusetts

Mr. Joseph White  
23 First Street  
Boston 16, Massachusetts

Mr. Joseph White  
23 First Street  
Boston 16, Massachusetts

Erasing should not be permitted in the above drill as the purpose is the manipulation of paper and machine parts. The spacing between typing lines may not exactly be even, but the development of eyemindedness at this point is the essential factor.

If the first typing of a drill is slow, do not be too concerned, as the speed will increase with each typing practice. Type difficult words slowly and accurately and increase the typing speed on easy words. An excellent individual drill is made up of eight words that seem to give the student trouble when typing and a list of eight words that are easy to type. Have the student practice these lists each day until they are mastered. Then make up another list to practice. This will speed up the words that have been slowing down the production rate of the student.

Each practice period should contain from one-minute to five-minute timed writings. Each timed writing should be preceded by practice on words and phrases from the copy. Set a goal for each writing: that is, increase in speed and accuracy. If the student keeps a record of his accuracy and speed each day, he can notice his improvement and strive each day to better the previous day's record.

In the following letter you will notice that certain words and phrases are underscored. Before typing the

letter in good form, pick out the underscored words and phrases and type each one three times, as:

indeed indeed indeed pleasure pleasure pleasure  
Honor Honor Honor Credit Credit Credit Card Card  
Card Honor Credit Card Honor Credit Card Honor  
Credit Card privileges privileges privileges  
have been have been have been instructed instructed  
instructed courtesy courtesy courtesy and to and to  
and to honor-roll honor-roll honor-roll customers  
customers customers You are You are You are  
\$125, \$125, \$125, \$150, \$150, \$150, opportunity  
opportunity opportunity sincerely sincerely sincerely  
thank you thank you thank you patronage patronage  
patronage in the future in the future in the future

When a fast rate of speed has been acquired on the words and phrases, the students are then ready to type the letter in good letter form. When the letter is typed once, students should proofread their work, do remedial work on the errors and then type the letter again. Repeat the second step, and type the letter a third time.

The practice or training letters should be kept in a file and at the end of a training period the students should be timed on typing each letter once and graded on output and accuracy.

July 19, 1949

Mr. Joseph White  
23 First Street  
Boston 16, Massachusetts

Dear Mr. White:

It is indeed a pleasure to enclose your Honor Credit Card entitling you to credit privileges at your Adams Store. Our salesmen and other employees have been instructed to show every possible courtesy and to extend special service and attention whenever possible to honor-roll customers.

You are invited to inspect the beautiful new patterns in rugs, priced at \$125, \$150, and up.

We wish to take this opportunity to thank you sincerely for your valued patronage in the past and look forward to the pleasure of serving you in the future.

Sincerely yours,

L. A. Adams  
Credit Manager

ab  
Card

Note: In writing the complete letter do not underscore words or phrases. Set margins at 20 and 65 for pica type or at 25 and 77 for elite type. Set tabular key at 55.

*"Set a goal for each writing."*

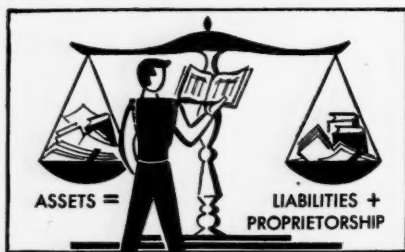
Training in this manner may be given on all types of business materials such as post cards, straight copy, tabulation, legal papers, and so forth. Special-purpose drills should be given when needed, and remedial drills should follow each day's drill. Careful planning on the part of the teacher, interest and concentration on the part of the student, should make the 60 word-a-minute rate on business materials not too difficult to attain. It is not the student's I.Q. that counts so much as the teacher's I.Q.; not the Intelligent Quotient, but the Inspirational Quotient of the teacher that makes success possible.

A very efficient technique in typing file cards, shipping tags, small cards, labels, and so forth, is to fold a piece of ruled paper in the middle on a ruled line (a page from a shorthand notebook will do nicely). Next, fold the top end up one-fourth of an inch and crease to form a pocket or channel. This tuck or pleat may be fastened at the ends by Scotch tape, or pieces of gummed paper. Insert the piece of paper in the machine and twirl the cylinder knob until the crease that has been made is about one inch above the printing point. Using this fold as a pocket, insert the labels or cards, turn

cylinder knobs forward (back feed) until desired writing line is reached, and type the necessary data. Remove typed card or label by twirling cylinder knobs backwards, and insert the next card to be typed.

When inserting papers in the machine for multiple carbon copies, one effective method is the use of a paper channel on the top—a paper channel is made by folding a strip of paper about two inches in width and placing the piece of folded paper between the back feed roller and the platen. Insert the sheets of paper in this channel and twirl the cylinder knob until papers are in the desired position.

If much of the typing is done in multiple-copy form, a faster method than the paper channel is the use of a full-size sheet of paper, 8½ x 11, wound around the platen so that the free edge of the paper forms a permanent channel. Turn the cylinder knob until the free edge of the paper is between the feed roller and the platen; insert the papers in front of the free edge and twirl the cylinder knob. It is not necessary to stop to straighten papers, as they invariably are inserted into the machine with no slipping. This sheet of paper may be kept on the platen at all times.



**Elementary Course**

**Elwell  
Breidenbaugh  
Lins**

**Please Ask for  
Descriptive  
Circular 506**

**Boston 17  
New York 11  
Chicago 16  
Atlanta 3  
Dallas 1  
Columbus 16  
San Francisco 3  
Toronto 5**

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*"The desirability of uniform standards for measurement in typewriting can hardly be questioned."*

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## Standards for Grading in Typewriting

*Many pupils fail in typewriting because the grading standards are not set up to meet the needs of all the pupils.*

By VERNER L. DOTSON  
Director of Business Education  
Seattle Public Schools  
Seattle, Washington

Standards for grading first semester typing students have not been changed to meet the needs of modern methods of teaching typewriting. Leaders of teaching methodology for typewriting advocate speed of stroking from the beginning with the emphasis placed on proper technique and good habits. They believe that the greatest attainment of speed will be made the first semester and that development of further speed in subsequent semesters is not only more difficult, but also achieved at a much slower comparative rate. The standards widely used throughout the country evolved during the period when accuracy from the beginning was considered the best way to teach typewriting.

These widely used standards demand the same degree of accuracy or control at the end of the first semester that is required at the end of the second and third semesters. Only students with zero, one, or two errors on a five-minute writing can get the highest or "A" grade at the end of the first semester. These standards ignore the following fundamental facts: the learning process is far from complete at the end of the first semester; it is more important that speed and correct techniques be attained during the first semester than that a high degree of accuracy be acquired at the expense of speed; pupils who acquire slow motion habits at the start have great difficulty overcoming these slow stroking habits and getting a high speed in later semesters—most of them never do.

Most of the grading standards for the end of the first semester handle the grading of pupils with high rates of speed and with more than two errors in a five-minute writing in either of two ways:

1. One assumes that students either type slowly and make many errors or type fast and make few errors. In reality, in most classes there are some students who will reach a high speed but make many errors because control may not yet be developed.
2. The other eliminates the possibility of such pupils being eligible for the highest grade of "A" or "B."

In the first case, the teacher is without a guide and decisions may be a real problem, at least objectivity and uniformity cannot be expected; while in the second case, failure to make proper provision for these potentially superior typists can produce very undesirable results. Fear of a low grade or failure in the subject due to the

pupil's inability to reach an impossible (for him) standard of accuracy, builds tension, makes him lack confidence, lowers his speed needlessly, and destroys the pleasure in his work. In spite of every effort by teachers and students, there are usually some students who type rapidly but are unable to reach the degree of control held for an "A" or "B" grade before the end of the first semester. All that most of these students need is the continuation of effective practice and more time to complete the developmental processes. Grade standards that make an unrealistic demand for accuracy at the start are the cause for many pupils dropping typing at the end of the first semester who, if they had completed the typing courses, might have become excellent typists.

Most experienced teachers have had pupils to whom they gave low grades because of their inability to gain proper control during the first semester typing course, and in later courses, found these pupils to be their best typists. This is an indication that the grading standards were at fault, for a grade in beginning typing should be a guide to a pupil's probable future success as a typist, as well as a measure of present accomplishment.

No statement that has been made should be construed to mean that accuracy with speed as the ultimate goal is not of the utmost importance; in fact, it is the goal toward which all of the courses are directed, but it must be recognized that all pupils do not develop uniformly and that some do not reach the degree of accuracy in the first semester that the usual standards of grading demand.

It is the purpose of this article to describe the standards for grading that have been set up for use in the Seattle Schools. It is possible that the principles used in their development might offer a possible solution to some of the problems all typing teachers meet at grading time.

### Seattle Standards

These principles guided the development of Seattle's grading scale:

1. The pupils in all of the schools of the city should be graded by the same standards.
2. Standards are necessary to get maximum performance. Pupils should know early in the semester what the standards are.



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*"Very few pupils should fail in typewriting."*

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3. The system of grading should encourage pupils to continue the study of typewriting.
4. The goals for specific grades in each course should be varied enough to provide for the individual differences of pupils with a wide range of ability.
5. The highest or "A" grade should require maximum effort throughout the entire semester for the best pupils.
6. The lowest or the "D" grade should be low enough for pupils with limited ability to get credit.
7. A special "S" grade should give credit to handicapped pupils who are unable to meet the minimum requirements of the "D" or passing grade.
8. Very few pupils should fail.
9. The importance for the pupil of low ability to continue the development of his skill should be recognized by making the minimum standards of the second semester course low enough so that very few need fail.
10. No time should be used in computing penalties.
11. Gross words can be used in a more impelling manner than the customary net words arrived at by the ten-word deduction for each error.
12. The grade standards should permit the most errors in the first course, a lesser number of errors in the second, and demand the greatest degree of accuracy in the final course.
13. The major part of the fundamental skill of typewriting should be developed during the first semester.
14. Production and usability on all business papers—rather than speed and accuracy measured on straight-copy writes—should be the ultimate goal for typewriting.

The desirability of uniform standards for measurement in typewriting can hardly be questioned. When pupils must transfer from one teacher to another in the same building or in another school of the same school system, there ought to be as little loss of time and effort as possible for the pupil in making the adjustment to the new situation. It is fair to all of the pupils to be graded by the same standards. As far as practicable, a grade in one class should mean the same as in another.

Occupational standards do not fluctuate to meet the variations in pupil accomplishment. If certificates of proficiency or other means are to be used as evidence of the attainment of the skill and knowledge that meet the qualification of a specific position, the standards used in granting them should be uniform and the evaluation of the qualifications of the applicant objectively made. Furthermore, uniform standards provide a stimulus for teachers to evaluate their course objectives, instructional materials, and teaching methods, particularly when they are developed cooperatively and are subject to revision by democratic action.

It would be difficult to find a more effective motivating device than grade standards, provided that the students know exactly what the grade standards are and provided that they know that they will be maintained rigidly. Pupils will work with strong determination for the goal they wish to reach; many will seize every opportunity to put in extra practice at school and at home who would not consider such a thing were it not for the standards.

It is not enough to set up grade standards for the end of the course; the work of the semester must be broken down into learning units that are a day-to-day challenge to the pupils. The authors of the various textbooks, in their accompanying manuals, provide an outline of such breakdown with goals in the grading scale for each part of the texts. Not much planning is required to fit one of these outlines to the grade standard described in this article. One department head has found a very satisfactory method of using the standards. The grading scale in the teacher's manual was modified to conform to the Seattle standards, and the entire grading chart for the semester was mimeographed and copies given to each pupil together with a progress card. Thus, means were provided for the pupil to keep his own record of progress and measure it with goals all along the way to the end of the semester.

The difference in the accomplishment of the class that just types is amazing when compared with the class where the pupils are forcing themselves toward definite goals under the inspiring leadership of a teacher who demonstrates best techniques at the typewriter and gives frequent timed drills.

#### Failures???

Very, very few pupils should fail in typewriting. Almost every one would find ability to use the typewriter skillfully a valuable aid in their daily life, and almost every one can learn to use the typewriter satisfactorily if the conditions are conducive to learning. Many pupils fail in typewriting because the grading standards are not set up to meet the needs of all of the pupils. Failures can be divided into two groups, those who cannot learn because of physical or mental deficiencies, and those who have not met the grade standards but could learn if they were given more time for practice.

For a number of years, Seattle has followed the practice of giving an "S" grade to pupils who have done their best, but because of physical or mental handicaps, have been unable to meet the minimum requirements of the course. The "S" grade permits the pupil to get credit but it does not permit him to continue with the study of the subject. A very small per cent of the pupils come in this classification. The major group of the failures are those who have not met the grade standard for credit but who could learn to operate the typewriter satisfactorily for personal use. This is the group that needs special consideration and provision is made for them on the Seattle grading scale.

The policy of permitting only pupils capable of becoming office workers to continue the study of typewriting and shorthand into the second semester has been often advocated and frequently followed. But there should be

a real difference in the philosophy that guides continuation of pupils in these two subjects. There is usually sufficient information in the school records—grades, I.Q.'s, scores on reading tests—to use in screening out the pupils who should never start the study of shorthand, but if no selection has been made for beginning shorthand, there should be a large number of failures at the end of the first semester. Only those capable of becoming stenographers should continue in shorthand, but typewriting is different.

All who wish should enter first semester typewriting and all who are capable of learning to type should be permitted to continue. Good basic skill is needed for personal use of typewriting and a large amount of drill is needed in the application of this skill to production work if the typewriter is to be valuable for personal use. Ability to compose at the typewriter, knowledge of personal and business letters, tabulation and manuscripts, and in fact, most of the learning experiences available in second and third semester typewriting are needed for personal use. The grading standards should make it possible for the low ability pupils to continue typewriting and get credit.

But to save the school from criticism by the business community and to be fair to the employer, school administrators and business men should be made aware of the fact the "D" grade pupil is not recommended as qualified to hold an office position.

Counselors and administrators have a real problem in finding subjects that pupils of low ability can study with profit. These pupils should be encouraged to take three semesters of typewriting. Many teachers will object to the policy of permitting low ability pupils to study second and third semester typewriting, maintaining that they are handicapped in their training of those pupils who are to hold office positions. There is no doubt that much better results may be obtained in a segregated group of high-ability pupils, but as segregation is usually not possible in most high schools, provision should be made to accommodate all pupils without any discrimination. It is not easy for a teacher to make adequate provision for pupils with such a wide range of ability, but the teacher may take some consolation in the fact that it is easier to do in a typewriting class of pupils sixteen to eighteen years old than it is for the first grade teacher to do with children six years old who cannot read or write.

#### NWPM, CWPM, or GWPM

The Seattle grading chart is set up for gross words per minute. A surprising amount of time is consumed in many typewriting classes discussing, computing, and recording penalties. Under Seattle's plan of grading, with

the pupil fully aware of the grade goals, no time need be used in computing penalties and all of the class time can be given to learning to typewrite. Dr. John L. Rowe gives another very important reason against the use of net words when he stated that:

Net speed should seldom be used in the developmental stages of skill. Picture the dismay upon the student who typewrites twenty-one words per minute on his first one-minute timed writing, and then to have the teacher state that ten words should be taken off for each error; if this student had two errors, that would leave him with a score of one word per minute. What will his attitude be toward typewriting in the future? The unfortunate part of it all is that he will change his future pattern of practice. He will creep along cautiously and look at the keys because he has been given a false evaluation of accuracy in the beginning stages of typewriting. Thus, we have killed his speed potentiality by this extreme net speed requirement. Actually, twenty-one words per minute with but two errors is satisfactory for someone just learning to typewrite; he should have reported twenty-one words per minute. A baby falls down many times when learning to walk, but we don't spank him each time. He would soon be a frustrated youngster. It is only natural to make errors when developing skill.<sup>1</sup>

In the grading chart described in this article, the importance of accuracy is emphasized by penalties that increase in severity with the number of errors. Assuming that the purpose of the penalty for errors is to cause the student to write more accurately, it is logical to increase the penalty for each offense, particularly if the death penalty—failure—is to be given for five or six errors. The grade chart gives a penalty of ten words for the first error. Ten words are used because the teachers are in the habit of using a ten-word deduction for an error, otherwise eight or eleven would probably work just as well. Take the A column, first semester, as an example: the first error penalty is ten words; second error, fifteen words; the fifth error, twenty words; the sixth error, twenty-five words; and seventh error, infinity. The penalty increases with each error until the fatal error of seven is reached. The increase in penalties invites the pupils to write with control. The advantage of great accuracy is clearly shown. For most pupils, it is far easier to reach their grade goal by working for accuracy.

Some teachers might advance the argument that this increase in penalty would cause the pupils to be nervous, go to pieces, and make more errors than the pupils would make if uniform deductions were given for penalties. But, during the first semester, three things are expected:

1. The pupils would be striving for good technique and speed.
2. They would be able to see, at all times, the goal for the semester displayed on a chart or written on the blackboard.
3. Penalties need not be discussed.

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<sup>1</sup>John L. Rowe, "Justification for a Typewriting Grading Plan" *UBEA Forum*, p. 36. November 1948.

Each teacher would use the semester goal as a motivating device in the manner that would best suit him and his class.

At the end of the first semester, teachers are confronted with the necessity of deciding what grade to give a pupil who writes at a good rate of speed but with an excessive number of errors according to most grading scales. Take, for example, a grading scale that shows forty-five words per minute with zero or one error as an "A" grade, and the case of a pupil who types sixty words per minute with six errors. No specific provision being made on the grading scale for such a case, what will the teacher do? One teacher, considering the high rate of speed, would grade "A"; another would average the high speed with very low accuracy and give a "D" grade; while a third would give a failing grade because of the pupil's inability to reach the minimum degree of accuracy. The rating scale described in this article provides a definite guide for the teacher's decision. It shows a grade in each semester for every rate of speed and every rate is definitely tied to a certain number of errors.

Should any teacher wish to use the customary ten-word penalty, this grading scale may be easily altered and still be used by subtracting two words from the rate for each error in the first semester scale, and one word for each error in the second and third semester scales. Correct words per minute may be used with the grading chart as a penalty of one word for each error and is not enough to affect the standards materially.

#### Are the Standards Too High?

To have the standards higher than it is possible for the students to reach would discourage rather than stimulate the students' effort. There are so many factors that determine the accomplishment of a class and as conditions vary so greatly in different school systems, the standards should be adjusted to meet the situation that exists where they are to be used. Any merit that the Seattle grade scale may have can be retained by lowering or raising the rate proportionately and uniformly for each error.

For those who would believe that the Seattle standards are too high, it seems desirable to call attention to these facts; the timed writings are on familiar material of low syllabic intensity; the rate is measured by gross words per minute; the rate is approximately the same as that given in the manual for a widely used text—the one used in Seattle. The "C" grade is the average grade and it is expected that a larger per cent of pupils will receive this grade than any other. The "A" grade standard is purposely set high as a challenge to the comparatively small per cent of superior students. The standards are for the end of the semester and, in Seattle, the semester is twenty weeks with fifty-five-minute class periods, five

days a week. Typewriting is not offered to students of a grade level lower than the tenth—the sophomore level in the senior high schools.

#### STANDARDS FOR GRADING SPEED AND ACCURACY IN SEATTLE PUBLIC SCHOOLS

##### First Semester Typewriting 5 Minutes—Gross Words

A		B		C		D	
Speed	Errors	Speed	Errors	Speed	Errors	Speed	Errors
40	0	30	0	25	0	20	0
42	1	32	1	27	1	22	1
45	2	35	2	30	2	24	2
48	3	38	3	32	3	26	3
51	4	41	4	35	4	28	4
55	5	45	5	38	5	30	5
60	6	50	6	42	6	34	6

##### Second Semester Typewriting 10 Minutes—Gross Words

A		B		C		D	
Speed	Errors	Speed	Errors	Speed	Errors	Speed	Errors
45	0	37	0	30	0	26	0
46	1	38	1	31	1	27	1
47	2	39	2	32	2	28	2
49	3	41	3	34	3	30	3
52	4	44	4	37	4	32	4
55	5	47	5	40	5	35	5

##### Third Semester Typewriting 10 Minutes—Gross Words

A		B		C		D	
Speed	Errors	Speed	Errors	Speed	Errors	Speed	Errors
55	0	47	0	40	0	32	0
56	1	48	1	41	1	33	1
57	2	49	2	42	2	34	2
58	3	50	3	43	3	35	3
60	4	52	4	45	4	37	4
62	5	54	5	47	5	39	5

The column under heading A shows the gross speed that a student must reach in order to get a grade of "A." In first semester typewriting, the minimum rate with no errors is forty words per minute on a five-minute writing. With each additional error, the speed requirement increases until the rate of sixty words a minute with six errors is reached—the highest rate required for an "A" grade. In a five-minute writing, six is the maximum number of errors permitted for a passing grade in first semester typewriting, while five errors on a ten-minute writing is the maximum allowable errors in second and third semester typewriting.

A pupil whose rate is greater than shown in column B but less than column A would rate a "B" grade. In other words, the rate standard shown in any column must be reached for a pupil to be eligible for the grade shown in that column. A failing grade in first semester typewriting is any rate less than twenty words a minute or inaccuracy of more than six errors in a five-minute writing—failure to meet the "D" standard. Writings



are familiar material with syllabic intensity for first semester of 1.25; second semester, 1.30; and third semester, 1.35.

There is a wide difference in the requirements for the "A" and "D" grades—to provide maximum challenge for the best pupils and to encourage the low ability pupils to continue their study of typewriting. The requirements for the "D" or passing grade in second and third semesters are low so that the slow and inaccurate pupils have a situation that meets their needs, although they should not be recommended for positions as typists.

The rate requirement for the "A" grade with five errors in a five-minute writing is fifty-five words per minute in first semester typewriting, while the rate is the same for an "A" grade with five errors in a ten-minute writing in second semester typewriting. A study of the grading scale will reveal that the standards place the emphasis in the second semester on control. As the increase in speed is not great, time is available for use of the attained skill in learning how to do productive and usable work.

The grade standards are based on the average or usual degree of skill reached by a pupil during the last part of the semester. If each pupil has kept a progress card up to date, pupil and teacher can see the development record and its relation to the grade goal. The record may show that the pupil has reached his end-of-semester rate very early in the semester on a fourth of a minute (fifteen second) timed writing of very familiar, balanced-hand words, then as the scope of the familiar words expanded and the length of the timed writing increased, progress was shown by a decreased number of errors or more control. With the grade goal before the pupil all semester, pupil and teacher watching the progress card and working together to reach the goal, it ought not be difficult to decide which grade the pupil has earned. The grading standards, nevertheless, would be more objective if an exact number of satisfactory timed writings were required for a particular grade.

This speed and accuracy chart is set up to measure only one aspect of the total grade on straight copy.

## What About Typewriting Production?

*Exposing students to "production typewriting" in the classroom will do much to fill the gap between the classroom and business office.*

By FRANK E. LIGUORI  
Teachers College  
University of Cincinnati  
Cincinnati, Ohio

The return to normalcy on the socio-economic scene will affect the philosophy, attitudes, trends, methods, and materials of business education. With the advent of a "buyer's market" in business circles, a concomitant "employer's market" will make its appearance. This being true, alert business educators will toe the mark and prepare their students for any employment competition.

Specifically, typewriting teachers can help their students meet rigid employment standards by becoming more "typewriting production" conscious. As Harms<sup>1</sup> wisely reminds us, "the ability to type is perhaps the most important asset in obtaining an office position during normal times." He defines typewriting production or output as the ability to do things with the typewriter at a vocational level of proficiency.

The question "How fast can you type?" has given way to "What can you do at the typewriter?" and "What is your all-round general typewriting power?" In other

words, *production* and *output* are growing in popularity on the vocational typewriting level. Their emphasis will be reflected and dependent upon the attitudes and necessities effected by employment and general business conditions.

Exposing students to "production typewriting" in the classroom will do much to fill in the gap between the classroom and the business office. More important, however, from the standpoint of the "in-training" level of work, production typewriting will be an aid in the following respects:

1. Production typewriting can serve the same purposes as Haynes<sup>2</sup> indicates prognostic tests can. Production typewriting can be used as a prognosis to guide students, in identifying the specific capacities of students, and in adapting methods and procedures in instruction to accomplish the most beneficial results in learning.
2. Production typewriting can be used as a diagnosis for advanced typewriting students. Any number of projects can

<sup>1</sup>Harms, Harm, *Methods in Vocational Business Education*, South-Western Publishing Company, Cincinnati, Ohio (1949), p. 67.

<sup>2</sup>Haynes, Benjamin R., *Tests and Measurements in Business Education*, South-Western Publishing Company, Cincinnati, Ohio (1940), p. 344.

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*"An important skill the teacher must develop is self-evaluation together with proofreading."*

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be utilized in the classroom to determine the strengths and weaknesses of both teaching and learning.

3. Production typing can be a performance index by requiring the students to use correctly accumulated knowledges and skills for various specific tasks.
4. Developing classroom production standards through production typewriting will help meet office standards. Stuart<sup>3</sup> points out that "office standards are production standards."

#### **Production Standards**

In advanced typewriting, standards of production work should be followed, especially as a guide to let the teacher know whether his students are meeting office requirements. This article is not attempting to set down definite typewriting production standards. In the first place, standards are relative; and a high standard in one office may be merely average in another. Nevertheless, a wide-awake teacher will know the minimum requirements of standards for the average office. The mistake must not be made in expecting students' production work to be par excellence on the first few attempts. Since experiences of success are an excellent tonic for learners, practice and drills should be arranged accordingly.

As Benson<sup>4</sup> states, "skill cannot be developed under conditions of continuous change. Pupils should be drilled in the acquisition of skills and knowledge, but not in the solution of problems requiring continuous adjustment to new situations." An easy mistake to make in attempting to develop office standards is that of assuming and expecting prematurely superior student results from practice of various isolated drills in preparation for general production work which should become progressively more difficult and thought-provoking as job time approaches. Then, to make matters even worse, we sometimes work the students under the pressure of a stop watch, only to multiply their failures and emerge disgusted with results because the students have not met the standard prescribed by someone perhaps unfamiliar with office operations.

Another fallacy in attempting to meet definite standards reads like this:

#### *Envelope addressing 125 an hour*

Many of our typewriting students probably will never address 125 envelopes at one sitting; and, besides, we do not afford them the correct practice or the opportunity to prove it in the classroom. At best, some teachers time their students for a period of 15 minutes and then arrive at the hour's results by multiplying by 4. Unfortunately, the law of diminishing returns vs. fatigue for one-fourth of an hour and one hour vary. Besides, the office list of names and addresses from which the envelopes are typed

are not always the same as the neatly arranged and numbered ones usually supplied in the classroom.

In mentioning standards in production work, one of the most important skills the teacher must develop is *self-evaluation* together with *proofreading*. If the students can be taught immediately—and throughout their training—the importance of evaluation and critical analysis of their own work, with the important "know-how" of doing something about today's mistakes so that the same ones do not re-occur tomorrow, much of the typewriting production battle is won. For this reason, it is of utmost importance that typewriting students have a sound, well-rounded background in their preliminary training. It is quite a task to teach self-evaluation and proofreading to some. Even more difficult is the learning of the differences between right and wrong in the various phases of technicalities and associated knowledges of typewriting. The learning and correct application of these technicalities and associated knowledges can be effected rather successfully through repetition and drill afforded in production work. As examples: the student strikes accurately the letters, numbers, and punctuation of an envelope address; but the address is misplaced both vertically and horizontally. The student has not developed a sense of correct placement, and "evaluates" the envelope address as correct since there were no errors in typewriting. Or a letter is completed without a stroking error—except that the letter is placed too high and the margins noticeably uneven. The student judges the letter and the envelope as perfect; and not until an experienced eye detects the placement (together with repetition of correct practice on the student's part) does the student develop a sense of what constitutes acceptability or mailability.

To make our typewriting students vocationally proficient, the ideal materials for classroom work should be the gradually increased use of office production work or, at least, samples of office work. As mentioned before, previous to attempting actual office materials, the students must have a good typewriting background on preliminary elementary and intermediate typewriting practice in all phases of general office work. With this background they should be given the opportunity to practice office materials simulating office conditions. Almost any typewriting text contains materials which can be used in preliminary training for production work. Then to fit the needs of a particular group, the teacher can devise her own materials which will fit the situation as deemed necessary.

Attention is recommended to two basic points Wanous<sup>5</sup> points out in discussing teaching methods relative to standards:

<sup>3</sup>Stuart, Esta Ross, "Relation Between Office Standards and Classroom Standards," *UBEA Forum*, Vol. III, No. 8, May 1949, p. 29.

<sup>4</sup>Benson, Charles E., "The Psychology of Skill," *The Building and Marketing of Skill* (B. E. W. Service Booklet No. 9), The Business Education World, Gregg Publishing Company, p. 9.

<sup>5</sup>Wanous, S. J., "How to Achieve High Standards in Office Typing," *The Balance Sheet*, Vol. XXX, No. 7, March, 1949, p. 292.

"One of these has to do with the transfer of learning. We must keep in mind that techniques acquired to do one job are not automatically transferred to another that introduces something new. Straight-copy typing is different from typing office forms, and techniques acquired on the first do not carry over to the second.

"The second point that needs to be kept in mind about improving production rates is that in typing letters and other office forms, speed of output depends upon something more than the smooth operation of the typewriter. Problems of form are met and must be solved; the student must divide his attention between (1) reading and copying and (2) arranging his work."

With these two important points in mind, the following two sample units of instruction are presented for consideration. They are merely samples of any number of units of instruction that can be used to develop competency toward production work:

*Developing skill in the typing of numbers.* Many office typists detest the typing of numbers. Likewise, students have a fear of typing numbers. "Oh," they say, "no use learning numbers, 'cause you can look at the typewriter if you need to type them anyway." There is no reason why numbers cannot become automatized and typewritten as easily as the word *the*. In the learning process, give a short number drill a few minutes every day. Start the class by dictating in various digit combinations:

1. 1, 2, 3, 4, 5, 6, 7, 8, 9, 0
2. 11, 12, 23, 34, 45, 56, 67, 78, 89, 90
3. 20, 39, 48, 57, 61 —using opposite fingers
4. 12, 93, 84, 75, 65
5. Dictate the various multiplication tables:
  - a. Type by 2's: 2, 4, 6, 8, 10, etc.
  - b. Type by 3's: 3, 6, 9, 12, 15, etc.
  - c. Type by 4's: 4, 8, 12, 16, 20, etc.
  - d. Type by 5's: 5, 10, 15, 20, 25, etc.

Then time the students on one of the above. For example, direct them to "type by 2's" and time them for a half minute. Compare individual student results within the same class period and also later on in the week and/or month. In many cases, when this is done, the teacher will not know whether the students need more drill in typewriting or arithmetic.

6. Then dictate sentences containing numbers.

Examples:

- a. The size of the rug was 25 by 32 feet.
- b. Policy number 468932 is overdue.
- c. Jim spent 45 cents for the movies and \$1 for his dinner.
- d. At 10 p.m. I must be at the station.

This type of drill affords not only practice and drill on numbers in content but also presents opportunity for correct application of numbers.

7. Dictate and have students type the following:

34 plus 16 plus 3 minus 20 divided by 11 times 4 equals \_\_\_\_\_

(Let the students supply the answer—this drill affords thinking through the arithmetic process coordinated with the correct typing of numbers.)

*A sample problem situation.* Dictate a "home-made" letter. This gives practice in taking dictation at the typewriter and also helps develop speed because the students will be typing on the word level—the stimulus being the spoken word as opposed to the usual typing from printed copy. It also gives the teacher an opportunity to include drill, and emphasize grammar, technical points, and associated typewriting knowledges:

After directing the students to center the current date, dictate an inside address such as the following:

Mr. Francis W. Simpson  
324 West Fifty-Fourth Street  
Pittsburgh, Pennsylvania

Notice the information the student needs before he can type the address correctly:

1. Difference between the spelling of *Francis* and *Frances* (a good memory aid: *i* as in *his*; *e* as in *her*).
2. Method of designating house address and street name when latter is a number.
3. Correct spelling of burgh (Pittsburgh, Pennsylvania, and Newburgh, New York, are two of the few "burgh" cities which end in *h*).

In the body of the letter include any other principle which needs to be re-taught, drilled, or emphasized. For example, the first paragraph of the dictated letter might be:

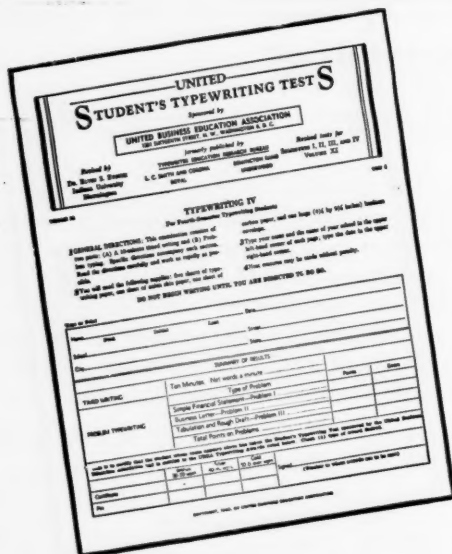
Inasmuch<sup>1</sup> as your telegram reached my office after ten<sup>2</sup> o'clock this morning, I was unable to convey your instructions to Mr. Smith. I am sure, though, that he will not permit a charge of more than 75<sup>3</sup> cents for admission to the art show. Last year's admission fee of \$1<sup>4</sup> was too high.

In addition to various drills this mere paragraph permits, the teacher has an opportunity to observe correct application of principles which were met previously. Notice the underscored items in the dictated paragraph:

1. inasmuch as—two words
2. ten with o'clock, as opposed to 10 p.m. or 10 a.m.
- 3, 4. Correct designation of money (previously given in number drill):
  - a. 75 cents—cents spelled out
  - b. \$1—dollar sign; no decimal; no ciphers.

One can realize that with repetition and drill, explanation and discussion on such problems as are included in these sample units, the student can become better equipped for typewriting production work.





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# UNITED SERVICES

—SHORTHAND

THELMA POTTER BOYNTON, Editor  
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## TWO EASY STEPS IN LEARNING SHORTHAND

*Contributed by Viola DuFrain, Associate Professor of  
Business Education, Southern Illinois University,  
Carbondale, Illinois*

*Editor's Note: Students learn shorthand through the teacher's use of a method of teaching. The direct method, the functional method, the manual method are among those for which materials are available for use. These methods have been developed by the various authors according to the beliefs they possess about how people learn and the procedures which are best for the development of an actively and critically thinking person.*

*Many teachers, although they adopt a specific method of approach in the teaching of shorthand, are nevertheless on the lookout for procedures with which to vary daily classroom practice. Such teachers may be called "eclectic in methodology," choosing desirable procedures from all the methods.*

*Dr. DuFrain has abstracted from the Direct-Method materials as developed by Brewington and Soutter two steps that can be used in any classroom to vary the learning routines. She presents them below, and on the basis of her success in their use, encourages you to try them out in your own classroom.*

The four steps in teaching shorthand through the use of the Direct-Method<sup>1</sup> are (1) learning to read a given article in shorthand, (2) learning to trace the shorthand in this article, (3) learning to write-from-textbook the shorthand in this article, and (4) learning to take-in-dictation the article when dictated without reference to the textbook.

(1) See Ann Brewington and Helen I. Soutter, *Lesson Plans for Teaching Gregg Shorthand by the Direct Method*, The Gregg Publishing Company, New York, N. Y.

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I wish to elaborate upon steps two and three because these two steps—tracing and writing-from-textbook—are so easy to administer and so effective in results that that may be found useful to many teachers eclectic in methodology.

### Tracing

In Figure 1, a student traces an article in her shorthand textbook as the teacher dictates this article at the 125-word rate. The student uses an ordinary meat-skewer, of light wood, pointed at one end, and obtained at a local butcher shop. As the teacher dictates the article, the student follows the thoughts expressed by gliding her skewer over the shorthand patterns. The student hears the article dictated and she associates the meaning with the shorthand that records that meaning. Psychologically, she is being conditioned. She is experiencing the shorthand writing-movements simultaneously with hearing the dictation. She knows that the secret of shorthand writing is to have the pen glide readily from one shorthand pattern to the next in a continuous movement, and that is what she is practicing.

This step of tracing is especially easy for beginning students not retarded by over-attention to shorthand details. However, easy as tracing is to do, the student must practice in order to do it within the desired timing.

In teaching tracing, the teacher must observe certain precautions. He must observe the students, one by one, as he dictates, seeing if the student is tracing lightly and keeping up with the dictation. To be properly conditioned, the student must connect the thoughts she hears

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# UNITED SERVICES

## SHORTHAND

with the shorthand patterns she traces. A precise check may be obtained by having the student insert carbon and paper under the page being traced so that a written record is made.

With a minimum amount of practice, the beginning student easily learns to trace, and she enjoys tracing. Thus she easily gains one introduction to the shorthand writing-movements. Tracing is an effective step in the learning process. Nevertheless, it is not the whole process.

### Writing from Textbook

In Figure 2, the student writes-from-textbook the shorthand for an article while the teacher dictates that article at the 110-word rate. The student uses her pen and writes in her notebook, not looking at her notebook, but steadily fixing her eyes on the textbook. Her writing in her notebook does not coincide with the lines or columns—the notebook merely provides a writing area. She uses the same movements that she used when she traced this article, but now she uses her pen in a more realistic writing situation. She keeps her eyes fixed on the ideal shorthand patterns in the textbook. Thus by a second technique, the student is conditioned to the shorthand writing-movements simultaneously with hearing the dictation of a given article. Her pen glides

readily from one shorthand pattern to the next, moving in one continuous movement from pattern to pattern.

This step of writing-from-textbook, like tracing, is also an easy one for beginning students not retarded by over-attention to shorthand details. However, easy as writing-from-textbook is to do, the student must practice in order to do it within the desired timing.

In teaching this step, the teacher must carefully observe each student, seeing if she is keeping up with the dictation. The student must connect the thought being dictated with the shorthand being written.

With a minimum amount of practice, the beginning student easily learns to write-from-textbook, and she enjoys writing-from-textbook. Thus she readily gains a second introduction to the shorthand writing-movements for a given article. Writing-from-textbook, like tracing, is an effective step in the learning process. Nevertheless it is not the whole process.

### A Schedule of the Total Four Steps

A schedule of the total four steps in teaching a given article serves to give a perspective of tracing and writing-from-textbook in connection with the total cycle of teaching the article.

**First day:** *Step 1.* The teacher teaches the students to

(Continued on page 44)

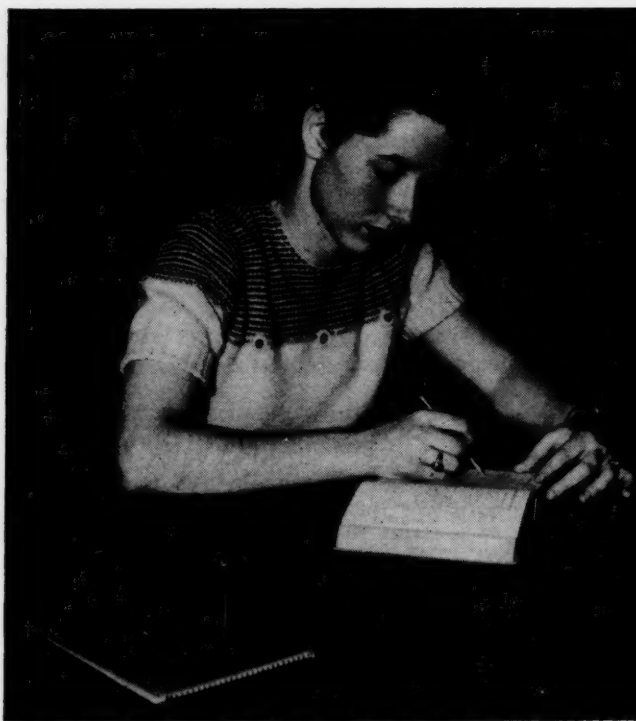


Figure 1—Bonnie Miller, a shorthand student at Southern Illinois University traces in shorthand textbook.

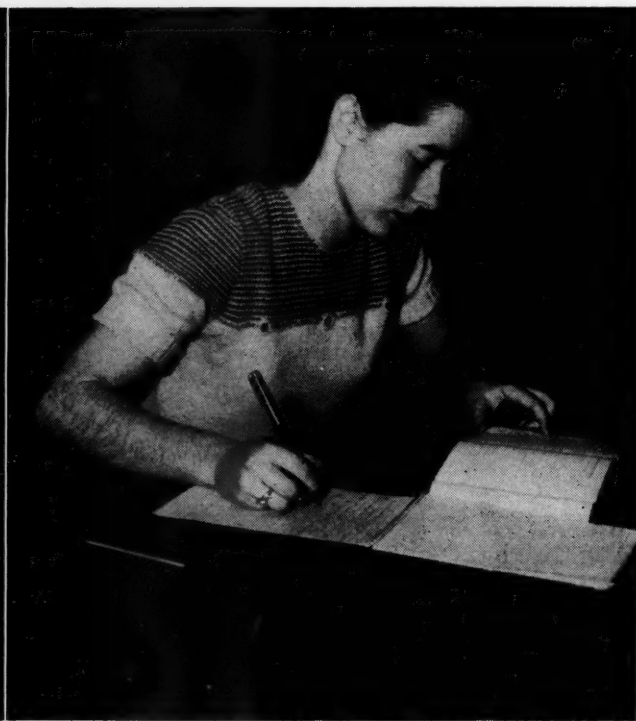


Figure 2—Miss Miller writes from textbook while teacher dictates same article at the 110-word rate.



JOHN L. ROWE, Editor  
DOROTHY TRAVIS, Associate Editor

## CARBON COPY FACTS

*Contributed by Marion Wood, Assistant Professor of Secretarial Studies, Boston University, Boston, Massachusetts.*

Every employer has a right to expect his secretary to have some knowledge of the *kind* of carbon paper that will give the best results for the job to be completed; in teaching carbon copy work we must teach more than the proper stroke.

It is not fair to send students out to buy carbon supplies without any information as to the *kind* of carbon paper to purchase. If they are going to make an "A" carbon copy, they must know the particular weight and finish to select for their stationery and manifold paper. They are also entitled to information as to what they should expect to pay for a grade of carbon paper that will give them satisfactory carbon copies.

The best reason for supplying your students with carbon paper information (aside from the vocational aspect) is the resulting interest they will take in their carbon work. Much enthusiasm in checking carbon paper will be apparent in an exercise such as the following:

Have the students cut two different weights of carbon sheets in half vertically. One-half of each of the two sheets should be pasted together. The same machine, spacing, and kind of stationery should be used so that the results will be valid for the various tests. The typing on the left side will therefore show the kind of carbon copy that can be made from that carbon, and the typing on the right will indicate the kind of copy that the other carbon sheet makes. This same test can be carried on to determine which sheet gives the greater efficiency and economy by continuing to use the same carbon sheet, composed of the two halves of different types of carbon papers, over and over again until one side or the other wears out.

Each student should be allowed to make his own diagnosis of the kind of carbon paper that enables him to get the best carbon copy. Prescribing carbon paper for a given job depends on many variables:

- Make of typewriter and model
- Kind of type; elite or pica
- Condition of the platen; smooth, soft, or hard
- Number of copies to be made
- Weight of the original paper and of the manifold paper
- Desired darkness of carbon copies.

When Mary has trouble with her carbon supplies, suggest that she borrow or buy a carbon sheet from Jane who is making good carbon copies; or keep a supply of good carbon paper at your desk and when a student needs help, give him samples of this kind of carbon paper. If he decides he likes your carbon paper, tell him the weight and finish and let him buy carbon of a similar quality.

Students will enjoy reporting to you how many different carbon copies they are able to reproduce from one sheet of carbon paper. Have students mark their carbon sheet each time they use it and thus determine the number of copies made from that one sheet. The conclusion to be drawn from this classroom experiment is that the life of carbon paper depends on the weight and finish; whether single or double spacing is used; whether carbon sheets are staggered in each new carbon stack; and whether carbon sheets are turned each time they are used. One manufacturer said that under ideal conditions of testing his company was able to obtain 100 different carbon copies from one carbon sheet, but he acknowledged that the average consumer would probably obtain about 35 copies from a similar sheet. Students in classes where this experiment has been tried, have obtained from twelve to thirty copies from one carbon sheet. An experiment of this kind serves to make students aware of the economy that may be practiced with carbon paper, and prevents them from using the carbon sheet once and tossing it into the basket as has been known to be done. The alibi is usually something like this: "Oh well, the ABC company has plenty of money with which to buy carbon paper, why should I bother!" Incidentally, there are carbons called one-time carbon sheets which are low priced and made especially to be used once; but generally the secretary is supplied with a better quality carbon, and one from which she should obtain at least a dozen different copies.

Students will find that buying carbon supplies in small quantities is more economical for them. It eliminates the necessity for long periods of storage and it allows them greater freedom in a choice of carbon. Packets of fifteen or twenty-five sheets can be purchased at a price ranging from 10 cents to 50 cents, depending on the make and quality of carbon paper. At today's price level, a carbon sheet good enough for in-training use can be purchased for approximately two cents a sheet, depending on the quantity purchased. Some carbon paper companies make a student packet which is economical and handy for in-training use. Remind students that it is not necessarily the most expensive carbon paper

# UNITED SERVICES

## TYPEWRITING

that gives the best results; it is rather having the carbon paper whose weight and finish are suitable for the work being done.

Those who buy carbon supplies in quantity will be interested to know that carbon paper properly stored has a tendency to improve with age and does not deteriorate. Age allows the paper to absorb the oils and thus properly stored carbon paper will give a sharper impression.

### Classified by Weight

If the carbon paper manufacturer should be asked to recommend a weight of paper for a given job, his reply would probably be something like this:

- 1 to 3 copies require a 7 lb. sheet
- 4 to 5 copies require a 6 lb. sheet
- 6 to 8 copies require a 5 lb. sheet
- 8 or more copies require a 4 lb. sheet

This information will have more meaning for the student if he knows that this weight is determined by weighing a ream (480 sheets) measuring 20 inches by 30 inches. If the ream weighs 7 pounds, then the paper is classified as a 7-pound paper, and so forth. Many companies refer to the 7-pound paper as their standard weight or correspondence weight because this weight is used in general office work. The 4-pound paper is classified as extra-light and is not recommended for general or classroom use; it will not make so many different carbon copies, and it is much more difficult to handle.

Carbon paper is classified according to *finish* as well as according to weight. Students will find such classification as hard, extra-hard, dense, intense, and medium. For our purposes three classifications will do: intense, medium, and hard. The intense finish will give a black, broad impression; the hard, a thinner, grayish impression. For general correspondence most people prefer the medium finish. In the classroom, students will obtain the best results with a 7-pound paper in an intense finish providing they are using a 16-pound original paper and the yellow manila manifold paper. Use the intense finish for pica type, and a medium finish for elite type. An outline posted on the bulletin board similar to the following will clarify the uses of the various finishes.

<i>Intense Finish</i>	<i>Medium Finish</i>	<i>Hard Finish</i>
Light stroke	Average stroke	Heavy stroke
Soft platen	One to six copies	Hard platen
Soft copy paper as manila	Pica type	Elite type
Light weight manifold paper for many copies	General office work	Glossy manifold paper

The noiseless typewriter demands a special carbon paper because of the whip motion of the key stroke. Some manufacturers of carbon paper put out a carbon sheet with a combination finish which they recommend for use on either the standard or noiseless machines.

Most manufacturers recommend a heavier weight carbon sheet for electric typewriters. For the first or top sheet carbon, a 10-pound paper will bring the best results regardless of the number of copies to be produced. The medium or hard finished sheet will give the best results on the electric machines because of the force of the type blow.

In addition to knowing what kind of carbon paper to use for a particular job, students should also know the causes of poor carbon copies. First, the carbon stroke must be even. Give practice and drill to improve evenness of stroking. Then select a carbon paper, the finish of which is suited to the student's touch.

The stroking may be excellent and yet offset results. By offsetting, we mean the carbon smudges in the left and right margins or in the center of the copy. These smudges may be caused either because the student attempts to make too many copies with that particular weight of carbon paper all at one time, or the tension of the feed rollers may be too tight. If the latter is the case, the tension of the feed rollers may be temporarily released before typing. Always use a cap over the carbon stack when inserting it.

Treeing, the lines on the carbon sheet that resemble the branches of a tree, may be caused by careless insertion. Pressing out the air between carbon sheets in the stack may help.

To assure good carbon copies:

Keep carbon paper flat, carbon side down and away from the sun or excessive temperatures.

Never pick up your carbon sheet by a pinch of the thumb and forefinger. It may crease the paper and cause treeing on your carbon copies.

Use a hard or extra-hard platen. You will obtain more copies and a sharper impression from your carbon sheet.

Use the finish suited to your carbon stroke.

Use the correct weight of carbon paper for the number of copies to be produced at one time.

Use the heaviest carbon sheet possible for the job; it will be easier to handle and it will wear longer.

As a final conclusion to your lessons on carbon copies, ask your students to evaluate their own carbon copy work. In place of the original, ask them to submit the carbon copy for your records. Have them write on the copy whether they consider it excellent, good, or only fair. Conferences with those students who are doing only fair jobs should follow to determine how they can improve their carbon work.

MILTON C. OLSON, Editor  
FRED C. ARCHER, Associate Editor

## BOOKKEEPING IN THE CORE CURRICULUM

*Contributed by E. C. McGill, Head, Department of Business Education, Kansas State Teachers College, Emporia.*

When one delves into the history of American business education, it soon becomes evident that even in the early stages of public school education, bookkeeping served a non-vocational, as well as a vocational function. The first public high school was founded in Boston in 1821, and only five years later, in 1826, a Massachusetts law required the establishment of a high school in every community having a population of five hundred or more people. This legislation also required that bookkeeping be taught as one of the core subjects in every high school in the commonwealth. It must be recognized that these early law makers felt that bookkeeping had some civic values or it would not have been included in the core program of all high schools.

Since this early period, the place of bookkeeping in the high school curriculum has gone through many changes, in fact, many cycles where it has been emphasized now as a vocational course and then as a personal-use course. For a long time the writers of bookkeeping texts have evidently recognized the non-vocational values of bookkeeping because most of them have included a chapter or more on the application of bookkeeping principles for personal use.

In the last decade greater recognition has been given to the values of bookkeeping for the non-business student. Many textbooks have now been written with the intent of providing a bookkeeping course for personal use. Even though this is true, teachers are emphasizing vocational values while using a personal-use text and personal values when using vocational books. Teachers of high school bookkeeping need to pay cognizance to the real purposes of bookkeeping in the high school and then develop a course for meeting those needs. In the larger schools there undoubtedly will always exist a need for courses of both types, while in many of the smaller high schools there may be a real need for a personal-use bookkeeping course only. When this is the case, attention should be given to the development of a bookkeeping course that is simple enough for all students to take, yet comprehensive enough to be of real personal-use value when it comes to preparation for living.

### Bookkeeping for Personal Use

In developing a course which will meet the personal-use needs of all high school students, one immediately

comes face to face with the problem of length of instructional period. In the past, very few schools and business teachers have considered offering a bookkeeping course of less than one school year's duration. However, some instruction has also been offered in general business courses which cover a much shorter time span.

Recently, some thought has been given to the development of an instructional program in bookkeeping somewhat shorter than the full one-year course. This thinking has centered around the development of a one-semester simplified record-keeping course designed to meet the needs of every individual. Such a course would also serve as an exploratory course for those who may be interested in attaining vocational competency in the bookkeeping field. When one considers the various areas of knowledge that should make a contribution to preparation for living, it is readily evident that careful allocation must be made of the high school time available for such training. All educators, not only business educators, must carefully examine the instructional programs with the hope of eliminating filler and lost motion in the content. Courses designed for all students must be efficient as to time consumed, content covered, and as to the practical application to real life. Perhaps some reflective thinking on the part of the business teacher will serve to bring about a realization that the basic elements of bookkeeping, valuable to all students, can be taught effectively in a one-semester course.

The problem of determining the appropriate content of a bookkeeping course for non-business students is more complex than it first appears. Attempts have been made to solve this perplexing problem by going through a bookkeeping textbook and selecting certain chapters which seem most appropriate, or by taking a certain section of the bookkeeping text and using this material as the basic program in bookkeeping instruction. However, most of these procedures have proved inadequate and inappropriate as to content, as well as inefficient when it comes to making a worthwhile contribution to the core curriculum. Such a course will usually have to be developed so as to fit the needs of the students. These needs undoubtedly will vary due to many pertinent influential factors; among them are factors of environment, financial status of families from which the students come, rural or urban residence, potential vocations, dominant vocational pursuits which are likely, etc. If a course is developed upon the need criterion, it perhaps should be assumed that the afore-mentioned factors would be influential in determining the content and emphasis of the bookkeeping course. Bookkeeping courses for the non-



# UNITED SERVICES

## BOOKKEEPING AND ACCOUNTING

business student should probably vary to a great extent in details but be similar in regard to the basic principles.

### Basic Content of Bookkeeping Course in Core Curriculum

The content of a course of this kind, then, can be expected to vary a great deal due to the uncontrollable variable factors. Certain basic principles can be assumed to be of major importance to all persons from the standpoint of contributing to everyday life. Some of these basic areas which should probably be included in most bookkeeping courses are presented here in brief form. Nearly every individual earns enough to require the payment of federal and state income taxes. Hence, there is a need for an adequate knowledge of basic record-keeping principles for maintaining simple records substantiating the tax return. Many advantages can be gained by the taxpayer if he keeps records of purchases for sales tax calculations, as well as records of amusement taxes, telephone tax, etc., which are essential in filing state returns in many states. Many men in small businesses are required to make social security and unemployment compensation collection reports. Individu-

als not in business frequently become engaged in activities wherein they need to calculate a profit or loss on a business transaction. The principles of inventory calculation and adjustment are important not only for all business and professional men but also for poultry, stock, and grain farmers who can use the inventory basis advantageously in calculating personal income. Everyone needs to have a basic knowledge of the classification of accounts under assets, liabilities, expense, and income even in the maintaining of the most simple records. It is probably safe to believe that every person will at some time or another be engaged in the paying and receiving of interest and discounts. If this is true, he should be able to check and compute the charges accurately for himself. In order to maintain a simple set of records, every citizen should have some knowledge as to the method of setting up and keeping simple ledgers and journals. Financial statements such as the balance sheet and expense and income statements mean very little to the average individual, but are important when trying to determine personal worth as well as financial status of his bank or the company in which he has invested his savings. All individuals need to know how to keep and reconcile cash records with bank statements. A basic knowledge of accounts receivable and accounts payable should be possessed by everyone since all Americans are users of credit. A simple knowledge of the basic accounting principles should include the principles of making a family budget. Perhaps there are many other basic principles that are of value to all citizens that have not been mentioned here, but these will serve to call attention to some of the factors of bookkeeping that are pertinent to all people.

The individual who possesses a basic knowledge of accounting principles is generally a much better organizer of personal records and family files. This training produces a desire for systematizing family files and record books which is really important when certain information is needed in a short time. A knowledge of bookkeeping assists one in being better acquainted with everyday business transactions in which all consumers participate.

A critical examination of the causes of business failure also points to the need of a knowledge of basic accounting principles. It has been pointed out that the failure to keep current business records is a prevailing contributing cause to business failure. Many men in small businesses get too deep in danger ever to pull out before they really know their own financial situation either because no records were kept, or because those which were maintained were incomplete and inaccurate.

The business educator can look with remorse on all the boys and girls who are leaving our educational in-

(Continued on page 44)

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HARRY Q. PACKER, Editor  
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Photograph courtesy of American Optical Company

### SUGGESTED LESSON PLAN ILLUSTRATING USE OF A PROJECTIONAL VISUAL AID

Contributed by Francis Donald Litzinger, Instructor of  
Accounting and Economics, Niagara University,  
Niagara Falls, New York

The effectiveness of a projectional visual aid is obvious to everyone. Psychologists have accumulated vast quantities of data which prove how susceptible students and adults are to this particular type of medium.

The fact that films have such an impact upon people is of particular importance to teachers. The Army and Navy long ago learned the lesson that a maximum amount of information can be put across by means of visual aid film.

Teachers would be wise to introduce the projectional visual aid into their classrooms. There are several types of projectors, both silent and sound, which are suitable for classroom use.

Before going ahead with a lesson based on this medium, the teacher should be careful to select a film that is applicable to the unit which is being taught. Each presentation should have a definite objective, mainly to explain and clarify a specific unit of work. Unless a film library is available locally, the teacher should order the necessary material well in advance of the day the lesson is to be presented in order to assure time for delivery.

The following lesson plan is based on the film "What is Business."

#### Objectives

1. To have students formulate a discussion of the term "business."
2. To develop an appreciation of the functions of business.
3. To have students classify various activities as to types of business.

#### Preparation

1. Preview film "What is Business?"
2. Make necessary arrangements for showing of film.
  - a. Make sure necessary equipment is available.
  - b. Set up screen, projector.
  - c. Thread machine.
  - d. Test equipment.
  - e. Adjust room for lighting, ventilation, and seating.

#### Presentation

1. Have students write in as few words as possible their understanding of the term "business."
2. Have several students read their definitions and let class comment on them. (Be sure to explain that no one is expected to be able to write a completely satisfactory definition at this time.)
3. Explain how loosely the term "business" is used.
4. Ask students to look for the following things in film:
  - a. Definition of "business."
  - b. Main functions of business.
  - c. Types of business activity.



A good colorslide projector and film library is valuable equipment for the business education department in secondary schools and colleges.

#### Discussion

1. Did the picture tell you in a few words what business is? (Yes, but the students probably missed it because it was not emphasized sufficiently.)
2. Did the picture indicate the main functions of business? (Yes) What are they? (List on blackboard)
3. What types of business were shown? (List on blackboard)
4. Ask the student to formulate a definition of "business" based upon what they remember from the motion picture and the outline which has been developed on the blackboard.

The outline made during the discussion should be similar to the following:

#### I. Functions of business

- A. Production
- B. Distribution
- C. Supply needed services

#### II. Types of business

- A. Industrial
  1. Manufacturing—Examples
  2. Extractive—Examples
- B. Commercial
  1. Mercantile—Examples
  2. Financial—Examples
  3. Transportation—Examples
  4. Professional—Examples

#### III. Definition—Business embraces every human activity whereby man's material wants and desired services are supplied.

#### Testing

Assignment: Make a list of business contacts from time students leave class until they return for next session. Tell whether a material want or a needed service was supplied and by what type of business.

#### Review

This film would be used as an introduction to a unit. After the completion of the unit, the film should be shown as part of the review.

# UNITED SERVICES

## GENERAL CLERICAL AND OFFICE MACHINES

GERTRUDE ROUGHSEGE, Editor  
MARION M. LAMB, Associate Editor

### OFFICE MACHINES WORKSHOP FOR TEACHERS

*Contributed by Kenneth N. Knight, Supervisor of Assignments, Los Angeles City Schools and Harold Howard, Vice-Principal, Metropolitan School of Business, Los Angeles, California.*

All business teachers are, or should be, interested in the use and operation of office machines. In many business subject areas, a working knowledge of specific machines is essential for a complete, meaningful presentation of the subject matter. The bookkeeping teacher, for example, should be familiar with the fundamental principles of billing machines, ledger posting machines, and key-driven calculators, in order to explain the paper work involved in modern manufacturing and selling procedures. The secretarial science instructors should be familiar with modern duplicating and transcribing equipment if they are to discuss modern office routines in their classes.

Institute-workshops covering the operation and use of different types of office machines have been available for Los Angeles teachers for the past three years. The meetings are held at the Metropolitan School of Business because this school has the greatest concentration of different types of equipment for student use. The series of meetings is limited to six sessions. Instructors, wishing to attend, may elect to have institute credit or apply their attendance toward earning points for salary increases.

#### SCHEDULE A

Group	Type and Manufacturer
( ) Adding	( ) Full Keyboard ( ) Allen ( ) Allen-Wales ( ) Burroughs ( ) Monroe ( ) Victor ( ) Ten Key ( ) Remington ( ) Sundstrand ( ) Victor ( ) Barrett
( ) Addressing	( ) Plate making (Graphotype) ( ) Printing (Addressograph)
( ) Calculating	( ) Key Driven ( ) Burroughs ( ) Comptometer ( ) Rotary ( ) Friden ( ) Marchant ( ) Monroe
( ) Billing	( ) Typewriter ( ) Manual ( ) Fanfold ( ) I.B.M. ( ) Flat Platen ( ) Elliott-Fisher ( ) Cylinder Platen ( ) Moon ( ) Remington ( ) Underwood

( ) Bookkeeping	( ) Posting ( ) Burroughs ( ) Sundstrand ( ) Typewriter Flat Platen ( ) Elliott-Fisher ( ) Typewriter Cylinder Platen ( ) Moon ( ) Remington ( ) Underwood ( ) National
( ) Duplicating	( ) Chemical ( ) Ditto ( ) Rex-O-graph ( ) Gelatin ( ) Standard ( ) Stencil ( ) Mimeograph ( ) Offset ( ) Multilith ( ) Typeset ( ) Multigraph
( ) Filing	( ) Sorting (Sortergraph)
( ) Shorthand	( ) Machine (Stenotype)
( ) Stencil cutting	( ) Drawing ( ) Mimeoscope
( ) Telephone	( ) Typing ( ) Varsity ( ) Special typewriters (Micro-elite, Micro-gothic)
( ) Transcribing	( ) Switchboard ( ) Cord ( ) Cordless ( ) Cylinder ( ) Dictaphone ( ) Ediphone ( ) Disk ( ) Soundseriber ( ) Wire ( ) Webster ( ) Tape ( ) Sound-Mirror
( ) Typing	( ) Manual ( ) Electric ( ) I.B.M. ( ) Underwood

From Schedule A (choices of interest), Schedule B is made and the meetings arranged so that the maximum number of participants may be accommodated as indicated by their preference shown on the schedule.

#### SCHEDULE B

Office Machine	Days									
	11/6	11/6	11/13	11/13	12/4	12/11	1/8	3/5		
	Hours									
	4-5	5-6	4-5	5-6	4-5	4-5	4-5	4-5		
Adding	X	X	X	X	X		X			
Billing							X			
Bookkeeping							X			
Calculating	X	X	X	X	X	X				
Duplicating			X	X						
Multilith								X		
P.B.X.								X		
Tabulating (Key punch)									X	
Transcribing (Dictaphone)					X					
Typing (Electromatic)			X	X						

(Continued on page 48)



HAROLD GILBRETH, Editor  
RAY G. PRICE, Associate Editor

## STANDARDS IN BASIC BUSINESS EDUCATION

Contributed by Harold Leith, University of Cincinnati, Cincinnati, Ohio

Before it is possible to determine standards in any area of education, it is necessary that there be some general agreement concerning the purposes of that area. In basic business education there seems to be, to a considerable extent, this unanimity of thought.

The position taken in this paper is that held by many business teachers, and can be summarized briefly as follows: One of the purposes of education in American democracy, as formulated by the Educational Policies Commission,<sup>1</sup> is economic efficiency. The two aspects of economic efficiency are producer efficiency and consumer efficiency. It is with this second area, consumer efficiency, that basic business education is concerned. Consumer education, the purpose of which is to improve consumer efficiency, is a broad field and benefits from the contributions of many subject-matter areas, such as science, mathematics, home economics, the social studies, and others. Each of these areas has its own contribution to make to the broad field of consumer education. Likewise, business education can make a unique contribution to this wider area of consumer education, and, hence to the primary objective of economic efficiency. Basic business education, then, is business education's contribution to consumer education. Basic business education is that part of consumer education which help boys and girls to learn to do a better job of managing their own personal business affairs. It is the purpose of basic business education "to enable the learner to understand, to appreciate, and to perform intelligently those basic business functions of everyday living, irrespective of the particular occupation followed."<sup>2</sup> If this point of view is accepted, basic business education is an integral part of general education. Just as all boys and girls need to know how to speak the mother tongue effectively, how to care for their health, how to live together in the home and community, all boys and girls need to know how to live effectively within the American business system.

One point must be made clear. We do not teach the producer pupil one period and the consumer pupil the next period. We teach the whole pupil both periods. Many of the attitudes, interests, knowledges, skills, and

so on developed in the basic business subjects will be of value to him on the job as a producer. Likewise, many of the skills, knowledges, attitudes and so forth developed in the technical business subjects will be of value to him as a consumer. The two areas are far from being mutually exclusive, and this is as it should be. It is to be hoped that the pupil will use the knowledge acquired in the salesmanship class when he goes shopping for his own clothing. However, the primary objectives in the two areas do differ; the point of view taken in the classroom is different. The vocational business subjects are pointed directly toward the effective earning of money, while the basic business subjects are concerned with the effective utilization of that money.

In our present-day economy, practically everyone spends money. As Price<sup>3</sup> has pointed out, we no longer "make" a living, we "buy" a living. As such, basic business education is, by definition, an important part of general education. As it is defined by Johnson<sup>4</sup> and others, general education: (1) is intended for everyone, (2) is concerned with the total personality of the learner, and (3) is concerned primarily with the individual's non-specialized activities. Basic business certainly meets these criteria. When the core curriculum, as envisaged by Spears,<sup>5</sup> Albery,<sup>6</sup> and others becomes the commonly accepted method of curricular organization, doubtless much of the content now included in the basic business subjects will be fused with that of other subjects, making an integrated area, the purpose of which will be the development of consumer competency. Until that time comes, we business teachers must do the very best job we can within the present subject-centered curriculum.

### Standards in Basic Business Education

The problem of standards in basic business education seems to divide itself into two parts: standards for the selection of content, and standards of pupil achievement. The two are not separate and distinct, since the one is often so closely interrelated with the other that it is difficult to differentiate between them. However, merely for the purpose of giving some organization to this article, standards for the selection of content materials will be considered first, followed by a discussion of standards for pupil achievement.

<sup>1</sup>Ray G. Price, Chairman. *The Relation of Business Education to Consumer Education*. Washington, D. C.: The Consumer Education Study, 1945.

<sup>2</sup>B. Lamar Johnson. "General Education—What It Is and Why." *General Education in the American High School*. Compiled by the North Central Association of Colleges and Secondary Schools. Chicago: Scott Foresman and Company.

<sup>3</sup>Paul F. Muse. "Principles of Curriculum Construction in General Business Education." *The Changing Business Education Curriculum*. Vol. IV. American Business Education Yearbook. New York: New York University Bookstore, 1947.

<sup>4</sup>Harold Spears. *The Emerging High-School Curriculum*. New York: American Book Co., 1940.

<sup>5</sup>Harold Albery. *Reorganizing the High-School Curriculum*. New York: Macmillan Co., 1947.

# UNITED SERVICES

## BASIC BUSINESS

*Selection of content.*—It is generally agreed that all curricular materials should contribute to the development of each pupil's own individual capacities, and, at the same time, develop those capacities in such a way that "a socially desirable way of living is likely to be followed by the learner." More specifically, however, what are the standards which should be set up for the inclusion of materials in the basic business subjects? Although the following points are far from exhaustive, they do indicate a tentative basis upon which business teachers may decide for themselves whether certain materials have a place in the basic business program. Three questions which the teacher might well ask himself before he includes materials in the basic business subjects are given here.

(1) *Is attention focused upon the needs of the learners?* That is, do people really need to know this? Just how important is this block of material? The teacher might ask himself, Have I ever needed this? Is it something the teacher himself must relearn every year? If so, it probably does not meet this standard for inclusion, and should be eliminated from the course of study. Even a cursory examination of the textbooks in basic business will disclose many items of doubtful value. For example, just how important to most ninth-graders is the knowledge of how to travel across the ocean? All knowledge is of some value, but the problem of relative significance always presents itself. It is the age-old question of "what knowledge is of most worth?" If attention is focused upon the actual problems, needs, and interests of the pupils themselves, there will be no lack of pupil cooperation and enthusiasm in the basic business subjects.

It may be contended that any expression of interest or desire by the pupil may be merely transitory whims or ephemeral curiosities. Even if this were conceded to be true and such a concession is not made, pupil whims and curiosities do provide valuable insight into their more fundamental problems. In addition, they provide the teacher with a valuable motivating device; he can use these expressions of interest as a point of departure for the creating and developing of new interests, attitudes, knowledges, and so on, in keeping with the purposes of education in American democracy. Finally, there is ample evidence indicating that adolescents are far from indifferent to the day-to-day problems faced by their parents. There is no reason to believe that high-school youngsters are interested only in how to inveigle Dad out of the family car for tonight's date.

This emphasis upon the problems of the pupils does not preclude a proper consideration of social needs, since individual needs are, to a great extent, a reflection of social needs. There should be no conflict between the needs of the individual and those of society.

(2) *Do the materials provide maximum opportunities for application to real life situations?* This is primarily a problem of meaning. Can the pupils apply outside the classroom those things which they have learned in the classroom? Will the materials help them to interpret facts, to make deductions, to arrive at sound conclusions? Or, are the materials just so many more theories, rules, facts, or principles to be committed to memory. Materials used in the classroom have meaning to the extent to which they are applicable to situations which the pupils meet in their day-to-day activities. A study of the actual costs involved in buying a bicycle, or even an automobile, on that installment plan is much more meaningful than a study of the various kinds of filing systems. Yet, a unit of filing is found in many ninth-grade basic business textbooks. The teacher might well ask herself, How much filing does the average person really need to know?

(3) *Is the school the most effective agency for the teaching of this material?* Boys and girls learn both inside and outside the classroom. Obviously it is a most unfortunate waste of time and money if the school includes within its curriculum those things which can be better taught by some other agency, or, those things which boys and girls just "pick up" when the need arises. Not infrequently materials are included in the curriculum on the basis of an analysis of adult activities. If such an analysis disclosed that adults living in the suburbs spend three per cent of their time on the streetcars, a unit on "streetcar riding" certainly would not be included in the curriculum. The example is ridiculous, but it illustrates the point. It is seriously questioned whether such things as how to make a long-distance telephone call, how to buy a railroad ticket, how to open a savings account, or how to send a telegram really belong in the basic business program. Could not the time devoted to these topics be more effectively used? It is a problem we business teachers must face.

*Standards for pupil achievement.*—Evaluation of pupil achievement in basic business education is virtually unexplored. Pupil achievement must always be measured in the light of aims or objectives. The question is, To what extent have the objectives been realized? In order to determine this, it is necessary to set up some kind of a measuring device. Any attempt to establish standards in basic business education before some semblance of an evaluative device has been constructed is an undertaking of dubious merit. In other words, after we have a scale for measuring pupil achievement, we can then determine how far up on that scale a pupil must be in order to "pass the course." Let us examine some of the problems involved.

(1) *We must discover what economic competency is.* If the purpose of basic business education is to help

boys and girls to become economically competent persons, it is necessary to discover what economic competency really is. Who is an economically competent person? How does he conduct his own personal business affairs? What distinguishes this economically competent person from an economically incompetent person? What are the attitudes, skills, appreciations, values, knowledges, and so on that the economically competent person possesses? How does he act under certain problem-solving situations? Although there has been some quite worth-while research in this area, much remains yet to be done.<sup>7</sup>

(2) *We must discover how to evaluate the degree of economic competency achieved.* Assuming that we know what economic competency is, how can it be measured? It is agreed that education should result in changed behavior. If the purpose of basic business education is behavior change which results in better management of the individual's own personal business transactions, then any evaluation of the effectiveness of basic business education must be made in terms of actual changes in behavior. It is readily apparent that much more is involved here than merely testing whether pupils have memorized a certain block of factual material. It is entirely possible for the pupil to answer all of the questions correctly on a paper and pencil test and, at the same time, do an atrocious job of managing his own personal business. The point is, achievement in basic business education is not easily measured. A pencil and paper test alone will not do it. Some evaluative device, or series of devices, must be constructed which will measure the changes in behavior which result from the teaching of the basic business subjects. The problem is further complicated by the need for isolating those changes which come about as a result of factors other than teaching. The problem will not be an easy one. However, there is every reason to believe that it will be solved. The mere fact that the evaluation and measurement people are at the present time devoting considerable effort toward its solution is a good omen.

(3) *We must decide upon some basis for establishing standards.* Let us suppose that we know what economic competency is, and that we also know how to measure it. The question then arises, What degree of economic competency should a pupil achieve in order to "pass?" To what extent should he possess certain skills, knowledges, attitudes, and so on in order to receive one-half unit of credit toward graduation. Unfortunately, for administrative purposes, we teachers must assign a grade to every person in our class. That grade is supposed

to indicate the extent of the pupil's achievement in our class. In basic business, it is next to impossible to do this for the reasons already given. However, grade we must.

#### Grades

How, then, can grades be determined? Grades should be based upon each individual pupil's own achievement, on how much he has accomplished in the light of his background and his capacity to achieve. There are many ways by which the teacher can measure the effectiveness of his teaching: anecdotal records of money spent, conversations with the pupils, the pupil's willingness and enthusiasm in carrying through a project, or the teacher's observation of the pupil's increasing ability to manage his own personal-economic affairs as revealed, perhaps, by an essay on buying problems.

The available evidence seems to indicate that the pupil who can benefit most from a program of basic business education is the non-verbal, slow learner. He is likely to come from a low-income family. When the traditional short-answer or essay-type tests are given for the purpose of determining passing marks, the brighter pupils get the better grades, while those who are in greatest need of instruction in personal-economic competency are discouraged, develop an antipathy toward the class, and, generally, assume an attitude of "what's the use?" When this happens, a real opportunity for service is lost. The basic business teacher can be justly proud when his courses become the "dumping ground," because he can succeed where others have failed. In his courses, at least, the old adage, "them that has gits" does not hold.

#### Summary

To summarize, before it is possible to establish standards or pupil achievement in basic business education, it will be necessary (1) to discover what personal-economic competency really is, (2) to develop some measuring stick for that competency, and (3) to decide how far up on this measuring scale a pupil must be considering his ability, in order to receive a passing grade. Until these things are accomplished, no attempt should be made to set up some arbitrarily determined standards and then fail all pupils who do not, or can not, commit to memory enough factual information to measure up to our pseudo standards. Such a procedure places a premium upon ability of an academic nature, and penalizes the very pupils for whom basic business education can be of greatest benefit. The pressing issue in basic business education is not, What standards can be best set up? The problem is, How can better service be rendered to those most urgently in need of instruction in basic business competency.

<sup>7</sup>Ray G. Price, "What is Basic Business Competency?" *Appraising Business Education*, Vol. 3, The American Business Education Yearbook. New York: New York University Bookstore, 1946.



# UNITED SERVICES

## DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor  
JOHN A. BEAUMONT, Associate Editor

### GROWTH OF COOPERATIVE TRAINING IN BUSINESS EDUCATION

*Contributed by William R. Blackler, Chief, Bureau of  
Business Education, California State Department of  
Education, Sacramento, California.*

The growth in the use of cooperative training is a notable current development in business education. The establishment of cooperative training arrangements whereby business and education work together in providing instruction and opportunities for experience is a tribute to the vision of each.

Cooperative training programs are being used increasingly in the office occupations and the distributive trades. Not only is there a marked increase in the number of student enrollments, but there is an accompanying expansion taking place in the business areas in which cooperative training programs are being carried on. Included among the fields in which cooperative classes are being operated in the distributive occupations are the following: retail salesmanship and merchandising, store management, grocery merchandising, interior decoration, merchandising, traffic and transportation, real estate sales, insurance receptionists, and advertising.

In addition to the cooperative training programs that are reimbursed, there are numerous similar programs that are carried on by the high schools and junior colleges. Included among the areas covered are: office practice, secretarial and stenographic, banking, accounting and bookkeeping, and general clerical.

#### Essentials of Cooperation

In cooperative training programs in business education, school instruction and work experience are correlated by the selection of functioning subject matter studied in the classroom and applied on the job, and by the provision for conference discussions of problems met by the student in his employment.

The flexibility of the cooperative plan makes it possible for the student to be prepared specifically by the school for the duties of his job. The business firm through acceptance of a part in the cooperative agreement arranges the work schedule so that he has maximum opportunity to put into practice what he has learned and to enlarge his business horizon through rotation among various departments and on various jobs.

Satisfactory functioning of the cooperative plan requires complete understanding as to the respective roles and responsibilities of the schools and business. Such understanding in turn helps to give the program the support that is required when instructional activities are carried on outside the classroom.

#### Importance of Coordination

Coordination is an important factor in cooperative training. In the first place, the teacher-coordinator must make sure that instructional materials "square" with actual job practice. This requires close liaison with business so that training materials are up to date and pertinent. Secondly, by means of visitation and observation the instructor is enabled to bring to the student the supplementary and remedial instruction that will assist him to perform satisfactorily on the job. Thirdly, through the medium of conference sessions, opportunity is provided for discussion of problems that arise during the work day and for additional instruction needed by the student in order to become more familiar with the business activities which go on around him.

Effective coordination should result in refinement of instructional materials in accordance with the actual job practice. It should also help the student to work satisfactorily in accordance with the practices and policies of the particular business.

#### Importance in Placement

Follow up of cooperative-trained students is revealing that a substantial number are becoming full-time employees upon graduation of the businesses in which they received their work experience. This is a logical development as businessmen are looking for young men and women who are well trained and who show promise.

#### Future Outlook

Cooperative training in distributive education has made rapid strides during the time since the passage of the George-Deen Act. Further impetus was given through the George-Barden Act so that today it is a recognized and growing field of training. More and more, business firms will look upon the cooperative student as the full-time employee of tomorrow and the future department head and executive of the years to come.

ERWIN M. KEITHELY, Editor  
ARTHUR S. PATRICK, Associate Editor

### THE STUDENT TEACHER AND BUSINESS STANDARDS

*Contributed by Ralph A. Masteller, Supervisor of Teacher Training in Business Education, University of California at Los Angeles and the Los Angeles City Schools.*

"Where can I find out what I ought to teach in this course?" is a frequent question asked by the university student who is just about to begin his student teaching. What is desired by this young teacher is usually a well-prepared course of study with complete explanations of what is to be taught and how the material should be presented. It seems only natural for this young person to want all the questions answered before a beginning is made. And it is so natural to state that such answers are difficult, if not impossible, to give in the final and decisive fashion which he expects.

All too infrequently does the beginning teacher, this university student teacher, ask such questions as these. "Where may my students expect to be employed when they leave high school?" "What standards will my students be expected to meet when they enter on their first job?" "What specific tasks will my students perform in their future jobs and what training can be accomplished in the classroom to better prepare them?" "What will future employers expect of these boys and girls not only in terms of skills and subject matter but also in terms of getting along with their fellow workers?" In brief, "How can I best prepare my students to take their rightful place in business?"

Would that it were possible, therefore, to get the student teacher in the frame of mind to understand that course content must assume its proper position in the learning process. Unfortunately, all too often the teacher, and particularly the young student teacher, becomes "married" to the subject matter or to the textbook and loses perspective with regard to the other vital parts of the instructional process.

It is not uncommon to see the apprentice teacher forget all else except the matter of covering specific skills and materials by certain prescribed dates. His students appear to be forgotten or neglected in the resultant procedures. Principles of learning, individual differences, and even the individual student appears to be almost completely sacrificed in this fetish desire to follow a preconceived plan that should have served only as a guide to the teacher.

What is of greatest significance in this situation is that the future of the high school student is completely

overlooked. The vital question—"Will the high school graduate in business education be prepared for a job commensurate with his interests, aptitudes, and training?"—is given little or no consideration in this erroneous approach to the teaching situation.

#### Background for Teaching

Fortunately, however, the student teacher in business education has at his command the wherewithal to make his teaching of the greatest profit to his students as well as to himself when he so elects.

First of all, many of the young men and women from the university who qualify for student teaching in business education have had considerable business experience. Every effort should be made to have them make the most of this background for teaching. Rare it is that one finds such experiences over-used in the classroom. It appears trite to say that student teachers should plan their work well in advance and integrate their business experiences into these well-laid plans. Student teachers who have had little or no business experience prior to teaching may compensate for this deficiency in a number of ways which will be suggested in the following paragraphs.

Right at the beginning, student teachers should make the most out of the university courses which may have been taken prior to their student teaching or may be taken concurrently with the major activity. For instance, student teachers preparing for the profession at the University of California in Los Angeles find ample opportunity to do extensive investigative and research work in the field of business. Job descriptions and analyses, office management investigations, interviews with personnel directors of large enterprises, and many other types of contacts with businesses are used again and again to get this valuable experience with the modern business.

The student teacher may find his greatest opportunity to gain an insight into business standards, however, when he is actually in the classroom situation. When assigned to a school for student teaching, the opportunity is his. He may begin, with the help of his supervisors, by determining the source of employment for many of the high school graduates from previous years. He then has the opportunity to make frequent visits to these business houses and to talk with personnel and employment directors, as well as with the former high school students—all of whom are in a position to give pertinent information on standards of performance expected in the market place. Representatives from these businesses are frequently only too happy to come to the

# UNITED SERVICES

## OFFICE STANDARDS AND COOPERATION WITH BUSINESS

school to talk to interested students. Thus, the student teacher will learn to act as an intermediary in interpreting the standards as expected by business in the instructional processes. By this procedure, a compromise is established between the position suggested by Robert A. Love<sup>1</sup> that if students are to be trained for actual business jobs, it is quite obvious that practitioners in each field must be called upon to determine course content

<sup>1</sup>Love, Robert A. "Teamwork with Business is Trend of Education." *School and Society* 66, August 16, 1947, p. 119-21.

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and, the other position, as set forth by Marsdon A. Sherman, when he asks, "Just how long are we going to sit and listen to the sage advice of businessmen on what they think we ought to do to train people for office or any other kind of work?"<sup>2</sup>

And, in many localities, the student teacher may attend in-service training workshops frequently conducted in the actual business establishment. For instance, the Los Angeles City Schools have long provided opportunities for teachers, new and not so new, to keep pace with standards in business by working as employees in selected key business industries. Compensation, as well as point credit for educational advancement, are outcomes of this fine cooperative effort that is practiced in other cities as well as in Los Angeles.

The contribution to future public relations cannot be overlooked in this mutual relationship. New fields of employment will undoubtedly be opened. Better understandings will exist. The student in the high school will be more confident of what will be expected of him as a future employee, and he will lose much of the feeling of frustration that can become so prevalent. And what is equally important is that subject matter in the classroom will become a vibrant, living thing with a practical application to each student. No longer will the student teacher be restricted by the narrow confines of a textbook or a course of study. He will be free to unfold and develop these initial and valuable aids to the extent he desires.

#### A New Perspective

The challenge is ours! To all of us who have the responsibility of assisting in the training of young teachers—and is there one among us who doesn't—the opportunities belong to us. Let us first of all give the student teacher or the young inexperienced teacher in business education a new perspective—an extension of the horizon of the responsibilities and opportunities in his teaching. Let us do all in our power to see that he recognizes the importance of subject matter but does not become "married" to it. Let us see that he appreciates the importance of "teaching each student," the value of knowing the interests, aptitudes, and abilities of all his students, and that he recognizes that the training is but an intermediate process toward the future goals.

Let us, therefore, encourage these young teachers to acquire all possible information about these potential future goals in order that classroom instruction may be of the highest possible type. The student teacher or the young inexperienced teacher will be eternally grateful. And the success of teacher training in business education will be immeasurably improved.

<sup>2</sup>Sherman, Marsdon A. "How Long Must We Endure Standards by Injection?" *UBEA Forum*, May, 1949, p. 30.



JESSIE GRAHAM, Editor  
HYLA SNIDER, Associate Editor

*Audio-Visual Materials of Instruction, National Society for the Study of Education, 48th Yearbook, Part I, University of Chicago Press, 1949 (Paper Binding), \$2.75.*

ALERTNESS and activity displayed by the pioneers in audio-visual education have led to general acceptance of its effectiveness.

Since 1902, the two yearly volumes of the NSSE yearbooks have furnished dependable guidance to educators. The yearbook on audio-visual education is a worthy member of the family.

This symposium deals with communication in the modern world, the effective use of audio-visual materials, and methods of overcoming obstacles to their use.

*An Intensive Course in Typewriting, by Edwin Riemer and Louis Liebling, American Book Co., 1949, 56 pages, \$1.*

TWENTY-FIVE streamlined lessons with instructions cut to a minimum number of words are included in this book. The first-finger approach is used and the keyboard is covered in the first fifteen hours. In addition, there is drill on centering, simple business letters, and envelopes. This is good material for use in intensive courses for day or evening school and for home practice.

*Office Management and Control, by George R. Terry, Richard D. Irwin, Inc., 1949, 808 pages, \$5.*

FROM Northwestern University comes this textbook on office management that may be used also as a guidebook for the office manager. Office management is defined as an unseen force which coordinates men, materials, machines, methods, and money in office work, giving direction and control so as to achieve the objectives of the enterprise.

Coverage under each of the five M's is extensive. The new office manager could select any chapter and find in it the pertinent information he needs for guidance in installing and operating one of the office departments.

If he wishes to inaugurate a program of time and motion study, he can find directions and sample charts in one chapter. If he decides to prepare an office manual, he will find instructions, sample pages, and outlines in another chapter. In still another chapter, he will discover pictures and descriptions of the latest office machines, and so on.

Some of the chapter headings treating topics found only in the newer books on office management are: office workers and trade unionism, selling top management, control of office output through cost, and similar subjects.

*Effective Shopping, Consumer Education Series, Unit No. 11. National Association of Secondary School Principals, NEA, 110 pages, (Paper bound), 35 cents.*

"OPERATION" is the unique designation of each of the sections of this learning unit. Fifteen operations are planned to reach the goal of developing good shoppers.

If we did not know that these operations had been tried on high-school students before reaching their final printed form, we should question the interest of the students in some of the activities proposed—the "discussion starters" raised and the experiments suggested. On the other hand, the large number of activities suggested provides plenty of choice to take care of individual interests. The clever cartoons add to the "smartness" of the presentation.

As shopping is one element in personal business management, this carefully planned unit is ready to take its part in developing good consumers.

*Occupational Outlook Handbook, Bulletin 940, Bureau of Labor Statistics, U. S. Department of Labor, Superintendent of Documents, 1948, 453 pages, \$1.75.*

HUNDREDS of occupational reports such as those usually issued in pamphlet form are gathered together in this useful volume. As the Bureau of Labor Statistics has the facilities to gather information and to secure predictions of future conditions, this compilation is like a gift of many free hours to counselors and teachers.

Under each occupation there is an outlook summary, followed by duties, place of employment, qualifications, earnings and working conditions, and sources of additional information. Anyone who helps people young or old to choose their occupations needs this book.

*Business Organization and Management, James Gemmell, Gregg, 1949, 370 pages, \$3.*

OVERVIEW of the whole picture of business is needed to make the work of the clerk or of the manager meaningful. This overview is provided by Dr. Gemmell with completeness and simplicity. Not only the student, but the businessman—operator of a small business or manager of a large one—will find here needed aids to understanding and efficiency.

Professional literature released in 1949-50 should be sent to the editors of this page for review. New textbooks will be listed when space permits.

## BOOKS RECEIVED

*An Introduction to Business, Clifford Milton Hicks, Rinehart & Company, 1948, (Rev. ed.), 715 pages, \$4.75.* Besides its thorough treatment of the functional fields of management, its sections on the legal aspects of business, and extensive reference material, this book contains a generous number of illustrations, statistical tables, and specialized lists of motion picture films.

*An Introduction to Business, Melvin Anshen, The Macmillan Company, 1949 (Rev. ed.), 672 pages, \$4.75.* To be used on the freshman level, this college text develops the history and background of the modern business unit, describes its coordinating processes and external relationships, and gives an appraisal of the business structure in its current setting.

*Secretarial Office Practice, Foster W. Loso and Peter L. Agnew, South-Western Publishing Company, New York, 1949 (Rev. ed.), 536 pages, \$1.96.* The fourth edition of this well-known text concerning secretarial and office techniques contains information of value to prospective secretaries and to employed workers who desire to prepare for a higher level of efficiency.

*Marketing and Distribution Research, Lyndon O. Brown, The Ronald Press Company, 1949 (Rev. ed.), 612 pages, \$5.00.* Appropriate for businessmen, research technicians or college students, this text presents technical and scientific subject matter in its broad relationship to the economic structure as well as detailed methods of research—the analysis of problems, the procedure of investigation, the presentation and interpretation of data in the formal report.

*Wholesaling, Principles and Practice, Theodore N. Beckman and Nathanael H. Engle, The Ronald Press Company, 1949 (Rev. ed.), 746 pages, \$5.00.* Outstanding in its field, this important text explores all areas of wholesaling, explains its dynamic nature and its significant position in the economic structure, and shows how the principles of scientific management may be applied and practiced in the various phases of the business, from choice of location to cost control.

*Practical Exporting, Philip MacDonald, The Ronald Press Company, 1949, 355 pages, \$4.00.* Specimen forms covering a wide range of functions and a variety of exercises in the preparation of documents accompany this complete account of organization structure and procedure, marketing transactions, and the regulation and protection of goods in movement to foreign markets.

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### Bookkeeping

(Continued from page 34)

stitutions to battle the problems of life without even a superficial knowledge of basic accounting principles. In summary, it is proposed that every business educator accept the challenge that is presented in the need for book-keeping knowledge by every citizen in order to conduct his personal and business affairs more wisely. It is the duty of business education to enter the core curriculum in public school education and make its contribution to preparation for life along with literature, social science, mathematics and science. This is the challenge that lies on the desk of every business educator today no matter how small, how large, or how remote the school may be in which he teaches.

### Shorthand

(Continued from page 30)

read a given article of 50-75 words in the textbook, emphasizing thought content.

**Second day:** *Step 2.* The teacher rereads the article and tests students on reading it. He dictates the article at 125-word rate and the students begin *tracing*. He has the students practice on the difficult patterns, and then twice or more he has them repeat tracing the whole article. He includes in the assignment the tracing of this article within a given time.

**Third day:** *Step 3.* The teacher has the students *trace* the assigned article twice, observing them carefully. He then has the students begin *writing-from-textbook* at the 110-word rate. He has them practice on the difficult patterns, and then twice or more he has them repeat *writing-from-textbook*. He includes in the assignment the *writing-from-textbook* of this article within a given time.

**Fourth day:** *Step 4.* The teacher has the students *write-from-textbook* the assigned article twice, observing them carefully. He then dictates the article at the 100-word rate, and the students begin taking-in-dictation this given article, without reference to the textbook. The students compare their shorthand notes with those in the textbook, and they practice on the difficult patterns. The teacher dictates again as the students take-in-dictation, without reference to textbook. He includes in the assignment the taking-in-dictation of this article within a given time.

This sequence of tracing and writing-from-textbook has been used successfully in many classes. It may be interjected in any classroom routine as another desirable learning procedure. Students learn in different ways, and this procedure may be just what some student needs to move him forward to a higher level of stenographic ability.

Adult education is a level of instruction which is becoming increasingly popular. Approximately 3,000,000 adults and post-high-school youth are served each year by our public day and evening schools. Business educators interested in this phase of the program will find Chapter XIV of the Principals' Bulletin, November 1949, of special interest. This chapter entitled, "The Business Education Department Conducts Appropriate Adult Evening Program," was written by Marian V. Malloy of the Merrit School, Oakland, California.



## *Our Common Goals*

In our effort to meet our responsibilities to the youth in business classes today, we must recognize that attention and thought should be given to working together toward the common goals. Essentially this is a problem of human relationships.

When business educators generally awaken to the fundamental nature of human relations, we can confidently look forward to making real progress. Then will we earn the loyalty, the initiative, the enthusiasm, and the support of all teachers in our field. We must look for most of our lasting progress in the art of human relations to come from individual classroom teachers and forward-looking leaders.

The concern that many business educators have had over the years for working together has resulted in the United Business Education Association. The past three years have been ones of continued growth and accomplishment for UBEA. There has been an increase in memberships in every state; in the affiliation of local, state, and regional organizations; and in cooperation with important national educational and business associations. There has been an expanded testing service—the Students' Typewriting Tests, the National Business Entrance Tests; a definite procedure for the organization and growth of student groups—the Future Business Leaders of America; the establishment of four divisions of specialized interest—the Research Foundation, the Administrators Division, the National Association of Business Teacher-Training Institutions, and the International Society for Business Education. Our monthly magazine—the UBEA FORUM—has gained constantly in stature and influence, and in service to the classroom teacher. Our Executive Secretary with his staff is constantly on the job in Washington as the coordinating agency and the liaison officer for all our programs. Worthy of comment, too, is the acceptance of invitations extended to UBEA to contribute articles to important publications such as the NEA JOURNAL and THE BULLETIN of the National Association of Secondary-School Principals.

But over and above these activities and services there has seemed to be an increasing cognizance of the fact that UBEA has been destined for a purpose beyond that of material accomplishment. Let us never lose sight of our responsibilities, and may our work and activities ever be directed toward the goal of better business education on all levels and in all types of institutions. We are still learning and we need the help of all business educators in working together toward our common goals.

*Albert C. Fries*



# UBEA IN ACTION

## NEWS, PLANS, AND PROGRAMS

### Hosler Heads UBEA Classroom Service

President Albert C. Fries announced the appointment of Russell J. Hosler as Director of UBEA Classroom Service in a special release issued September 28 to heads of business education departments in colleges and universities. Dr. Hosler is associate professor of Commerce and Education at the University of Wisconsin and is a Central District representative on the UBEA National Council. In the release, President Fries stated that the new Classroom Service Director is charged with the responsibility of inviting business education staffs to participate actively in the program sponsored by UBEA for in-training business teachers.

The Student Classroom Service provides UBEA publications and all membership privileges in the Association except that of voting for District Representatives and policies which are presented to the membership for decision. The service is available to individual full-time students enrolled in business education departments of colleges and universities during the academic year.

### National FBLA Committee Authorized By Council

At the Boston meeting of the UBEA National Council, considerable thought and discussion was devoted to the program of the Future Business Leaders of America. Council members are convinced that the FBLA program is an area in which our Association can make a valuable contribution to the individual classroom business teacher and to business education in general. The Council authorized President Fries to appoint a coordinating National FBLA Committee composed of five or six chapter sponsors who have demonstrated unusual interest and leadership in the organization.

The Council suggested two aspects of the FBLA program for the immediate attention of the National Committee: (1) The construction of an FBLA manual or handbook to assist in the organization and guidance of local and state chapters; and (2) the promotion of additional local and state chapters throughout the United States.

The personnel of the National Committee will be announced in the next issue of FBLA FORUM.



JESSIE GRAHAM  
Research Editor

### Graham and Tidwell Named Quarterly Editors

The 1949-50 research issues of THE NATIONAL BUSINESS EDUCATION QUARTERLY will be edited by Jessie Graham, Supervisor of Business Education in the Los Angeles City Schools. M. Fred Tidwell, Associate Professor of Business Administration, University of Washington, has been named Administrators' Editor for the 1950 summer and winter issues.

Dr. Graham and Dr. Tidwell are well known for their many contributions to professional literature and activities in business education associations.

Hamden L. Forkner, Teachers College, Columbia University, edited the December 1949 Quarterly which includes THE BULLETIN of the National Association of Secondary-School Principals.

THE NATIONAL BUSINESS EDUCATION QUARTERLY was designated the official magazine for the Research Foundation and the Administrators' Division in 1947. UBEA members are urged to submit unpublished research studies or manuscripts on administrative problems to the appropriate editor.

A constructive suggestion or a note of appreciation will mean much to the editors and contributors who promote better business education through the QUARTERLY.



M. FRED TIDWELL  
Administrators' Editor

### UBEA Sponsors Third NEA Journal Article

Vernal H. Carmichael is author of the third in a series of articles on business education which is appearing in the NEA Journal. "Business Education for All American Youth" is the title of Dr. Carmichael's contribution to the November 1949 issue. This series of articles is one of the UBEA-NEA cooperating activities designed to focus the attention of all teachers to the business education program in our public schools. These timely articles reach the desk of one out of two teachers in all fields and on all levels of instruction in the United States.

### Meet the New Representatives

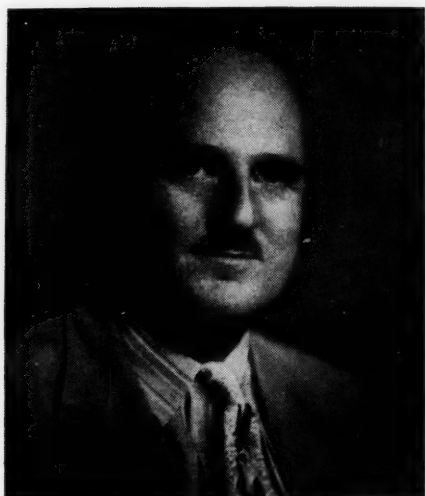
Each year, the members of UBEA elect six new representatives to the UBEA National Council for Business Education. One representative is chosen from each district. Although balloting takes place during the month of May, the envelopes remain sealed until the annual meeting in July when votes are counted and the new representatives are notified.

UBEA FORUM is pleased to present the 1949-52 Council members who will serve as one of your representatives in planning, activating, and supervising the activities of the Association during the next three years.

(Continued on opposite page)

## UBEA IN ACTION

### DISTRICT REPRESENTATIVES, 1949-52



**Paul M. Boynton—Eastern District**

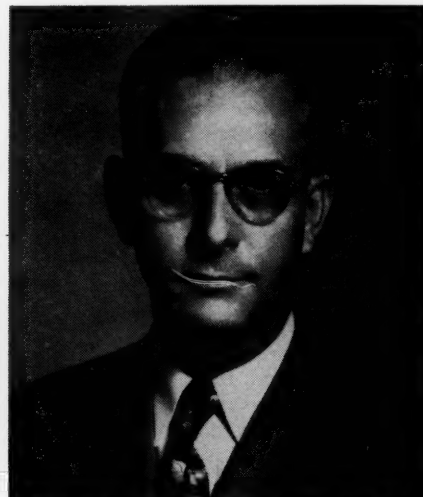
Paul M. Boynton is supervisor of Business Education in the Bureau of Youth Service, State Department of Education, Hartford, Connecticut, a position he has held since 1941. His secondary school experience includes positions in Arlington, Melrose, and Bridgeport. Dr. Boynton has been an instructor and lecturer in Connecticut State Teachers College, Burdett College, and Boston University.



**Edward H. Goldstein—Middle Atlantic**

Edward H. Goldstein is head of the Department of Business Education, Forest Park High School, and principal of the Forest Park Evening Center in Baltimore, Maryland. He has completed course and residence requirements for the Ph.D. degree at Columbia University.

Mr. Goldstein was research issue editor of *THE NATIONAL BUSINESS EDUCATION QUARTERLY* from 1947 to 1949.



**Arthur L. Walker—Southern District**

Arthur L. Walker is supervisor of Business Education, State Department of Education, Richmond, Virginia. He has been a business teacher in several high schools in Arkansas, Texas, Wyoming, and Iowa. His college teaching experience includes Mary Washington College. Mr. Walker has done work on the graduate level at Colorado State College and the University of Southern California.



**Raymond G. Price—Central District**

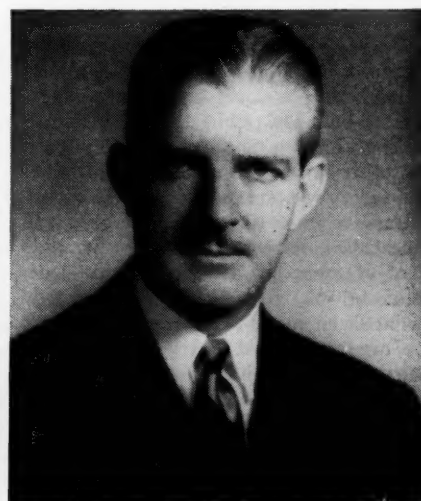
Raymond G. Price joined the staff in the Department of General Education of the College of Education, University of Minnesota, in 1947. He was promoted to a full professor in 1948. Before going to Minnesota, Dr. Price had a variety of teaching experiences.

Dr. Price was elected president of NBTA at its Detroit meeting in December, 1948.



**E. C. McGill—Western District**

E. C. McGill is head of the Department of Commerce, Kansas State Teachers College, Emporia. His teaching experience includes secondary schools and colleges and extends over a period of sixteen years. He has completed the course work and residence requirements for the Ed.D. degree at New York University. Mr. McGill is president of NABTTI for the term, 1949-51.



**John N. Given—Pacific District**

John N. Given is supervisor in charge of school-community vocational relations of the Division of Extension and Higher Education, Los Angeles Public Schools. He was formerly supervisor of business education in charge of curriculum in the same school system.

Mr. Given was chosen by the California Business Education Association as its nominee for district representative.

# UBEA IN ACTION

## DIVISIONS

### RESEARCH

Paul S. Lomax, president of the UBEA Research Foundation, has announced the following projects for the current year:

1. Follow-up study of the high school graduates who took the National Business Entrance Tests and who later entered business employment.
2. Exploratory studies of (1) work experience programs in stores and offices, and (2) what is being done in school to advance the general educational phase of business-economic understanding.

In a message to members of the Research Foundation, Dr. Lomax said, "We hope our members will feel free to write us at any time about the work of our Division. We want our Division to be as helpful as we can make it within our limited time and resources."

### ISBE

The International Society for Business Education was founded in 1901, almost half a century ago, in Zurich, Switzerland, where its international headquarters are presently located and directed by Secretary A. Latt.

Activities and services of the Society, both national and international, are based on the fundamental principles for which the society was founded. They include the organization and supervision of projects dealing with business and better education for business, publication of the *International Review for Business Education* and other informative materials, distribution to newspapers and magazines of significant releases concerning business and educational developments, the arrangement of annual institutes or courses devoted to subjects of mutual interest to businessmen and business educators, and the organization of a triennial International Congress on Business Education.

Among the purposes of the United States Chapter are: (1) Assist educators in other countries in developing a better understanding of business education in the United States and help American educators develop a better understanding of business education in other countries. (2) Serve as host to the International Society when it holds courses or congresses in the United States. (3) Assist business educators from other countries visiting in the United States in making plans and contacts for their visits so that their purposes may be realized to the best advantage. (4)

### Atlantic City Meeting

The joint meeting of the National Association of Business Teacher-Training Institutions and other UBEA Divisions is one of approximately 50 groups which will hold sessions concurrently with or preceding the annual meeting of the American Association of School Administrators in Atlantic City during the last part of February. Business educators who plan to attend the joint meeting on February 24-25 should make reservations immediately by writing to Hotel Claridge. Those persons who wish to remain for the AASA convention should send requests for reservations to the AASA Housing Bureau, 16 Central Pier, Atlantic City, New Jersey.

### ADMINISTRATORS'

The first project of the Administrators' Division has been completed. Early this summer, a copy of the directory of city supervisors in cities of more than 100,000 population and of state supervisors of business education was mailed to each member of this professional division. Also included in the directory were city and state supervisors of the distributive occupations. The data were obtained from state and city public school superintendents.

This directory should prove of service to the members of the Administrators' Division as it will provide them with the latest information of "Who's Who in Business Education Supervision" in the state and city public school systems. It is hoped that the directory will encourage a greater exchange of ideas and information regarding practices in business education as it will enable one to know the specific person to whom he should write to secure information.

A limited number of directories are available from UBEA Headquarters, 1201 Sixteenth Street, N.W., Washington 6, D. C., for twenty-five cents a copy.

Assist individual teachers and appropriate agencies in arranging the placement of business educators in "exchange" teaching positions in interested countries. (5) Create a better understanding among businessmen and business educators of the place of the United States in international affairs in general education and international business education in particular.

Membership in the United States Chapter is open to members of UBEA upon payment of the three dollar ISBE dues which includes subscription to the *International Review for Business Education*.

### NABTTI

By E. C. MCGILL

The National Association of Business Teacher-Training Institutions will hold its 1950 annual meeting in Atlantic City, February 24 and 25. The meeting will be at Hotel Claridge which is on the Boardwalk.

The theme of this year's program is "The Professionalization of Business Teacher Education." Friday morning's session will be concentrated on the general aspects of the professionalization of teacher education. A panel will evaluate contributions from general speakers. The second session will be devoted to the professional treatment of subject matter. The areas of bookkeeping, social business, distributive subjects, and skilled subjects will be covered from the standpoint of teacher educators and high school supervisors.

Meetings for other UBEA Divisions—Research Foundation, Administrators', and United States Chapter of the International Society for Business Education—have been scheduled from 3-5 o'clock on Friday afternoon.

The Saturday morning meeting will be a general session devoted to the professionalization of methods courses on both the pre-service and in-service levels, the professionalization and integration of subject matter methods courses with objectives and student teaching problems, and finally the implications for integrated student teaching programs. The closing session will be a joint luncheon for members and guests of UBEA Divisions.

An effort is being made to design the convention program for business educators who will represent all geographical areas on the high school, college, and university levels. It is believed that the entire program will be stimulating and should provide much group activity. Since the program will be composed of short talks followed by discussion periods and panels with participation from the floor, there should be ample opportunity for extended group participation.

It is hoped that the business educators attending this meeting will look upon it as a work session in business teacher education and will come prepared to participate actively in the proceedings of the entire meeting.

With the help of business educators who are interested in the improvement of business teacher education, the 1950 NABTTI meeting will make a lasting and constructive contribution to the profession.



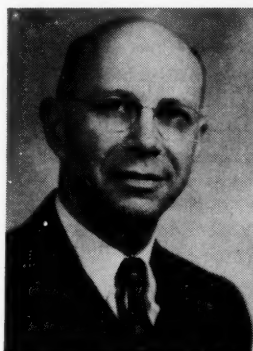
## AFFILIATES IN ACTION

*In this section of the UBEA FORUM, affiliated and co-operating associations are presented. The announcements of meetings, presentations of officers, and descriptions of special projects should be of interest to FORUM readers. An affiliated association is any organized group of business teachers on the local, state, or regional level which has officially united its activities with UBEA. A co-operating association is defined as one for which the UBEA National Council for Business Education has established a Co-ordinating Committee.*

### Affiliated Associations

Akron Business Education Association  
Alabama Business Education Association  
Arizona Business Educators' Association  
Arkansas Education Association, Business Section  
California Business Education Association  
Chicago Area Business Educators' Association  
Colorado Education Association, Commercial Section  
Connecticut Business Educators' Association  
Delaware Commercial Teachers Association  
Florida Education Association, Business Education Section  
Georgia Business Education Association  
Houston Independent School System, Commercial Teachers Association  
Idaho Business Education Association  
Illinois Business Education Association  
Inland Empire Commercial Teachers Association  
Iowa Business Teachers Association  
Kansas Business Teachers Association  
Kentucky Business Education Association  
Louisiana Business Teachers Association  
Maryland Business Education Association  
Missouri State Teachers Association, Business Education Section  
Montana Business Education Association  
Nebraska State Education Association, District 1, Business Education Section  
New Jersey Business Education Association  
North Carolina Education Association, Business Education Section  
North Dakota Education Association, Commercial Education Section  
Ohio Business Teachers Association  
Oklahoma Commercial Teachers Federation  
Oregon Business Education Association  
Pennsylvania Business Educators Association  
Philadelphia Business Teachers Association  
South Carolina Business Education Teachers Association  
South Dakota Commercial Teachers Association  
Southern Business Education Association  
Tennessee Business Education Association  
Texas State Teachers Association, Business Education Section  
Tri-State Business Education Association  
Washington, Western Commercial Teachers Association  
West Virginia Education Association, Business Education Section  
Wisconsin Education Association, Commercial Section

### Presidents of Affiliated Associations



M. L. BAST  
Oklahoma



JOSEPHINE PITCOCK  
Tennessee



CAMERON BREMSETH  
Georgia

### A Message From SBEA President

Statistics published by the U. S. Office of Education show that approximately 73 per cent of the youth of high school age were enrolled in the school year 1940-41, the best year of our history so far as enrollments were concerned. Further, it was shown that only about 70 per cent of those enrolled entered senior high school and less than 40 per cent of these remained to graduate. Roughly, that means only 20 per cent of American youth are high school graduates. We have been generous in our support of public education. More of our state and local tax dollars are spent for education than for any other single item. Where have we failed? Why has secondary education appealed to so few? Are educators and the American public aware of the seriousness of the situation? If so, what steps are being taken to make our secondary schools, in fact, the schools of all of the children of all of the people?

Within the past two years a movement has been gaining momentum that should make secondary education the common heritage of all youth. This movement was initiated by a national conference of educational leaders held in Chicago in May 1947. Acting upon the recommendations of this conference, the United States Commissioner of Education appointed a Commission on Life Adjustment Education for Youth. The aim of the Commission is to increase the effectiveness of efforts now being made through education to meet the imperative needs of all youth. The Commission can function only in cooperation with state departments of education. But, most assuredly, state, regional, and national organizations of teachers can and must give their support toward making secondary education democratic education. The membership of the Southern Business Education Association, upon whatever level each may teach, is vitally interested in helping to give every youth the opportunity to develop to his fullest capacity. The Southern Business Education Association is in complete accord with the principle that every human being is capable of education and that it is the duty of society to help each individual to get the training suitable to his needs. Business education as a phase of general education recognizes that the prime objective of the secondary school is life adjustment education for every youth.

The twenty-seventh annual convention of the Southern Business Education Association will be held in Miami, Florida, during the Thanksgiving holidays. In keeping with the theme of the convention, "Vocational Preparation and Social Understanding Through Business Education," an inspirational and thought-provoking program has been prepared. We most cordially invite business educators and all friends of business education to join with us in working toward the objective of making our special field of interest contribute its part in fitting youth for a full life.

HOWARD M. NORTON, *President*,  
Southern Business Education Association

## AFFILIATES IN ACTION

### Texas

Jessie Graham, Supervisor of Business Education, Adult and Vocational Division, Los Angeles City Schools, and research editor of *The National Business Education Quarterly*, will be the luncheon speakers at the annual meeting of the Business Education Section of the Texas State Teachers Association. The meeting will be held in Fort Worth, Friday, November 25, at the First Presbyterian Church. O. J. Curry, president, has outlined an excellent program which will also include a demonstration by Louis A. Leslie of the Gregg Publishing Company and an address by J. E. Roach, Principal of Waxahachie High School. There will be time for questions and answers following each session.

### South Carolina

The South Carolina Business Education Teachers Association held its fall meeting at Winthrop College, Rock Hill, on October 22. The morning session included a

### North Dakota

Hamden L. Forkner of Teachers College, Columbia University, and former President of UBEA spoke at the Business Education Section of the North Dakota Education Association, October 20, on the topic "Are We Doing Our Best?" Dr. Forkner stressed the importance of doing our best toward general education, toward preparation for work, and toward building better relations with business.

Dr. Forkner also spoke before the state principals' group and was one of the main speakers at the general session of the North Dakota Education Association on Friday morning.

shorthand demonstration. A round table discussion on teaching problems and a tea concluded the day's activities.

The association will hold its spring two-day meeting in connection with the annual convention of the South Carolina Education Association.

### New Jersey

"A Survey of Business Education in New Jersey," just published by the New Jersey Business Education Association and the State Department of Education is available at \$1.00 a copy from the office of Dr. Foster Loso, Principal, Grover Cleveland Junior High School, Elizabeth. The publication covers the various phases of business education in New Jersey and should be of interest to teachers, administrators, and guidance personnel.

Officers of the New Jersey Business Education Association are: *President*, George B. Pontz, Columbia High School, Maplewood; *Vice President*, August W. Muller, Lower Camden County Regional High School, Clementon; *Secretary*, Gilbert Kahn, East Side High School, Newark; *Treasurer*, Bert Card, Orange High School, Orange; and *Past-President*, Rosa Seally, Senior High School, New Brunswick. Mrs. Elizabeth T. Van Devere, New Jersey State Teachers College, Montclair, is editor of the association's publication.

### Office Machines

(Continued from page 34)

Certain types of equipment shown on Schedule B are not available at the Metropolitan School of Business for the teachers to operate. In order to inform them concerning these types of machines, field trips were arranged to the sales rooms of the manufacturers and to organizations that have the equipment in operation. This was done for Multilith, PBX, and tabulating machines. It could be done, of course, for other machines. Each workshop session includes a brief lecture and demonstration followed by practice on the particular machine chosen for study.

The Los Angeles institute workshops are unique in that they stress the similarities as well as the difference in office machines. By working the same problems on the various machines, it is possible for the teacher to develop an appreciation of the relative adaptability and advantages of the several types of equipment. The participant acquires a knowledge of what each machine will do, the purpose for which each is manufactured, and the way in which each is used to cut labor costs and at the same time speed production in the office.

More than one hundred UBEA members are now members of the U. S. Chapter of the International Society for Business Education. "American Education and International Tensions," a statement of educational policy for coldwar time, issued by NEA Educational Policies Commission has been mailed to ISBE members. Copies of the booklet are available at twenty-five cents a copy from the National Education Association.

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# FBLA Forum



## West Waterloo FBLA Chapter

BY MARLENE SMITH

The FBLA of West Waterloo High School, Waterloo, Iowa, completed its first six months calendar in May, 1949. Darrell Clute, member of FBLA from Iowa State Teachers College, presented the charter to our president, June Kerr, at the first meeting. Mrs. Muriel Moe, sponsor, and Ardith Bennett, member of the FBLA at Iowa State Teachers College, discussed the activities and purposes of FBLA.

The great interest and enthusiasm of our chapter was centered around the projects of obtaining a complete list of alumni for the files, assisting teachers, and visiting various offices in town.

Guest speakers for the year were: Mrs. Herbert Wise, personnel director at Rath's office, who spoke on "Technical Ability;" Bessie A. Young, chapter sponsor, who used as her subject "Income Tax;" Elizabeth Powers, shorthand in-

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Through a visit to a local bank in Alexandria, Louisiana, Bolton High School FBLA chapter members learn about banking services and careers.



## Chapters Organized Recently

Alabama—High School, Demopolis.  
California—Fresno Junior College, Fresno; High School, Torrance; High School, Bakersfield; and Wilson High School, Long Beach.  
Florida—High School, Campbellton; and High School, Winter Haven.  
Georgia—Wheeler County High School, Alamo; and West Georgia College, Carrollton.  
Illinois—High School, Naperville; and High School, Lawrenceville.  
Louisiana—High School, Delcambre.  
Missouri—Southwest Baptist College, Bolivar.  
North Carolina—Western Carolina Teachers College, Cullowhee.  
Ohio—High School, Chardon.  
Pennsylvania—High School, Brookville.  
South Carolina—High School, Greenwood; and High School, Newberry.  
Texas—Edinburg Junior College, Edinburg; and High School, Fredericksburg.

## Bolton Chapter Pushes Forward

Bolton High School, Alexandria, Louisiana, was granted a chapter charter on March 1, 1949, with twenty-three charter members. The chapter expects to double its membership in 1949-50. Plans have been made to hold an impressive initiation service soon after school opens in September. Officers elected for the first year were: Marjorie Myrick, *president*; Walter Fillette, *vice president*; and Betty Joan Brown, *secretary-treasurer*. Miss Eleanor Strength and Mr. Richard D. Clanton are sponsors.

The Chapter members made a field trip to one of the local banks at which time many interesting and useful facts were learned concerning banking. It was on this trip that casual mention was made of the fact that the group was planning to invite other Louisiana FBLA Chapters and guests to Bolton for the first annual FBLA Day in Louisiana. The president of the bank, Mr. J. W. Beasley, said he would like to present the Chapter with two hundred dollars to assist with the expenses of FBLA Day activities. This generous gift gave the members a real boost so everyone jumped in and completed plans for the first Louisiana FBLA Day.

Future Business Leaders of America clubs in Louisiana are just beginning to develop and the Bolton High School Chapter is pushing forward toward a main goal—making Louisiana FBLA clubs the most outstanding in the United States.

**Eddie Medders, vice president of the FBLA Chapter at Boys' High School, Rome, Georgia, is the first president of the FBLA state chapter in Georgia.**



## Georgia FBLA Day

Julius Johnson of Mercer University, presided at the first annual state FBLA Day for Georgia which was held at Mercer University, Macon, Georgia. Chapters represented at this meeting were: Boys' High, Girls' High, and McHenry High School, Rome; Douglas County High, Douglasville; Athens High School, Athens; Lanier High School for Boys, Macon; West Georgia College, Carrollton; Georgia State Teachers College, Statesboro; and Mercer University, Macon.

President Dowell Ray Brewster of Mercer University, welcomed the delegates and guests to Mercer University. Chapters and sponsors present were introduced. Each chapter gave interesting reports of their activities during the year. An address given by Allen Sanders, director of the Georgia State Fair, concluded the morning session.

Professor George Blossom was toastmaster at the luncheon held in the Shamrock Room of the Lanier Hotel. Mayor Wilson welcomed the visitors to Macon.

The afternoon session was devoted to business. Mercer University and Georgia State Teachers College Chapters decided, for the present time at least, to remain in the College Federation of which they are both members. After this decision was announced, the high school chapters, together with the West Georgia College delegates, organized the State Chapter and elected the following officers: *president*, Eddie Medders, Boys' High, Rome; *first vice president*, Carol Garrett, Douglas County High School; *second vice president*, Betty Ruth Wynn, Girls' High, Rome; *third vice president*, Meridith Wright, West Georgia College, Carrollton; *recording secretary*, Mary Alice Toles, Girls' High, Rome; *corresponding secretary*, Barbara Culpepper, McHenry High, Rome; *treasurer*, Dick Ramsey, Douglas County High, Douglasville, Georgia.





Officers of the New Albany, Indiana, Chapter are: Jack Trinkle, reporter; C. C. Vernia, president; Margaret Bryant, secretary; Catherine Thomas, second vice-president; Dolores La Duke, treasurer; and Faye Wismann, first vice-president.

### New Albany High School Club Holds Initiation

The initiation for the newly organized Future Business Leaders of America was held in the American Legion Home in New Albany, Indiana.

The initiation ceremony was conducted by the officers of the club who were assisted by Mrs. Maxine Loreh and Mrs. Pat Diedrich, teachers in the business department. The officers of the club are as follows: C. C. Vernia, *president*; Faye Wismann, *first vice president*; Catherine Thomas, *second vice president*; Margaret Bryant, *secretary*; Dolores LaDuke, *treasurer*; Jack Trinkle, *reporter*. Miss Elizabeth Wampler is the organizer and sponsor of the club.

This group has selected as its projects a survey of New Albany to find the opportunities that the city offers to its high school graduates and field trips to various places of business in Louisville for a better understanding of job opportunities in various fields of business.

### West Waterloo

(Continued from page 49)

structor at West High School, explained the use of the more common office machines; Louise Rube and Ruby Carsten-sen, part-time students, gave short talks about their jobs.

Five cabinet members and five regular FBLA members, together with their sponsor, Miss Young, attended the State FBLA Day activities held at Iowa State Teachers College at Cedar Falls, Iowa.

June Kerr served as toastmistress at the annual installation banquet held May 24 at Black's Tea Room. Evelyn Anderson, president of the Professional and Business Woman's Club of Waterloo, installed the following FBLA officers: Mary Lou Albrecht, *president*; Shirley Bradford, *vice president*; Loretta Steeze, *secretary*; Dolores Snyder, *treasurer*; Marlene Smith, *reporter*.

### Our Club's First Year

#### Jacksboro High School, Jacksboro, Texas

Our first year of FBLA in Jacksboro High School was an outstanding one. Officers of the past year were: Helen Baker, *president*; Betty Box, *vice president*; Elizabeth Henderson, *secretary*; Earl Ed Simpson, *treasurer*; Ann Swetnam, *reporter*; and Mrs. Odis Ogle, *sponsor*.

The first meeting was centered around organization and activities for the year. In October the candlelight initiation ceremony was beautiful and impressive. The members of the club gave the Armistice Day student assembly program in November. Our decorated Christmas tree was used by several other organizations and brightened the hall and classroom during the Christmas season.

Barbara Hull, representing the Keen-Age Book Club, gave a splendid book review of "So You Are Elected." Barbara is also a member of our club. Other guest speakers during the year were the Rev. Mr. Norman Conner who spoke on "The Place of Religion in Business," and Mrs. Dorothy Horton, secretary to the superintendent of schools, who used as her subject, "The Qualifications of a Good Secretary."

The *Convention News* for the local PTA was cut on stencils and mimeographed. Several members of FBLA have worked in the principal's office throughout the year recording absentees, typing letters and making out transcripts. We did typing, stenciling, mimeographing and duplicating jobs for teachers and other organizations. The money-making project was typing of library cards and pockets for the elementary and high school libraries.

Betty Box was elected president for the 1949-50 school year at the meeting in May. Other officers elected for the coming year were: Annie Lee Easter, *vice president*; Margaret Wolfe, *secretary*; Sammy Akins, *treasurer*; and Gene Shields, *reporter*.

Our last activity for the year was a tea in honor of the seniors. The table was beautifully decorated with a centerpiece of red roses and tall red candles. The napkins were red with FBLA imprinted in black in one corner. Miniature dolls dressed in caps and gowns were arranged on the buffet to represent each senior as he marches across the stage to receive his diploma. Helen Baker, outgoing president, was presented a gold pencil with the words, "FBLA President," imprinted on it.

Our chapter is interested in a state organization and next year we plan to inform other schools of the FBLA, its purposes and functions.—Ann Swetnam.

### Chardon FBLA Chapter Installed

The Painesville Chapter of FBLA, assisted by the Mentor Chapter, initiated a newly-organized chapter of FBLA at Chardon High School, Chardon, Ohio, at the regular assembly program on May 24, 1949. William Marple of Painesville, and Ralph Wright from Mentor, led the candidates to Donald Paulin who acted as president in the absence of Molly Proply who was ill. He invited those being initiated to listen to "the meaning behind the name—Future Business Leaders of America."

Robert Novak, *second vice president* of the State FBLA, spoke on the meaning of "Future"; George Duval, *president* of the Mentor Chapter, presented "Business"; Beverly Kruger of Mentor spoke on "Leaders" and Peggy Taylor of Painesville spoke on "America." The charter members then took the oath and repeated the creed, after which the officers of the Chardon Chapter were installed.

Don Paulin presented the chapter charter to Jean Przlacki, *president* of the newly-organized chapter. Other officers who were installed were: Margaret Looper, *first vice president*; Georgia Bay, *second vice president*; Francis Sulo, *secretary*; and Eleanor Orient, *treasurer*. Miss Mabel M. Crockett is sponsor of the Chardon Chapter.

Miss Alice M. Beougher, sponsor of the FBLA Chapter at Painesville, welcomed and congratulated the new members. Beverly Laity, state secretary, read a special message from Dr. E. C. Knepper, sponsor of the Ohio FBLA Chapter. Clarence Phillips, business education teacher at Mentor High School and sponsor of FBLA Chapter No. 64, was also present for the initiation service.

Ginger Shadburn of Painesville closed the initiation program with a vocal solo.

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